

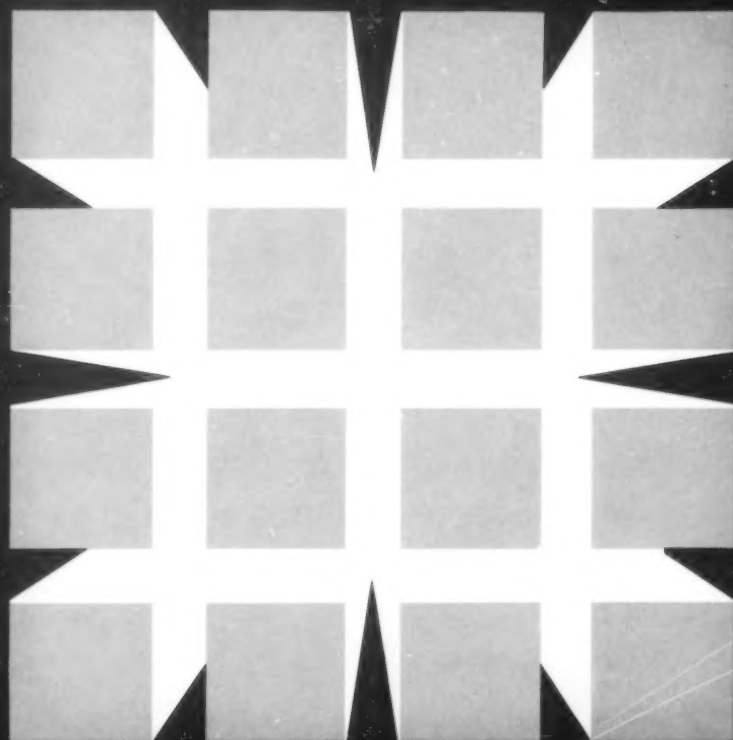
JANUARY 1993

VOLUME 28/NUMBER 1

# RIIE

## RESOURCES IN EDUCATION

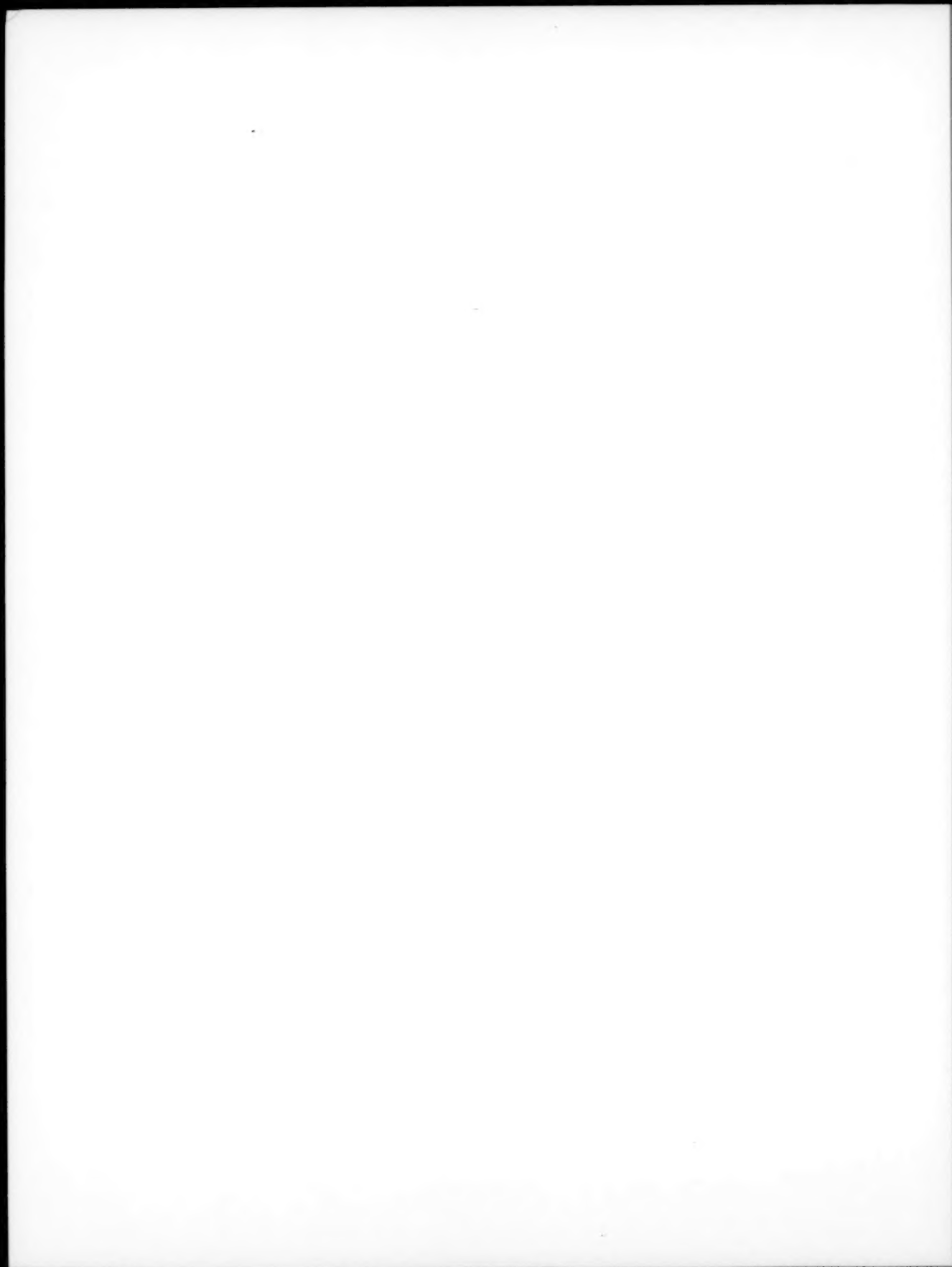
ED 348 466 — 349 371



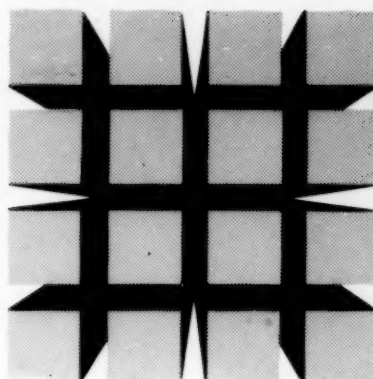
EDUCATIONAL RESOURCES



INFORMATION CENTER







# RIE

## RESOURCES IN EDUCATION

ED 348 466 — 349 371

January 1993

Volume 28/Number 1

### TABLE OF CONTENTS

#### Introductory Pages

- Special Announcement(s) . . . . . Inside Front Cover
- Selected Acronyms Used in RIE (with Definitions) . . . . . ii
- Library of Congress Cataloging-in-Publication (CIP) Data for RIE . . . . . ii
- Introduction . . . . . iii
- New ERIC Clearinghouse Publications (Announced in this Issue of RIE) . . . . . v
- Sample Document Resume (with Callouts) . . . . . viii

#### Document Descriptions/Resumes . . . . . 1

#### Indexes to Document Descriptions/Resumes

- Subject Index (Major Descriptors and Identifiers) . . . . . 155
- Author Index (Including Editors and Compilers) . . . . . 227
- Institution/Sponsoring Agency Index . . . . . 243
- Publication Type Index . . . . . 259
- Clearinghouse Number to ED Number Cross-Reference Index . . . . . 277

#### Appended Pages

- Thesaurus Additions and Changes . . . . . 281
- Submitting Documents to ERIC . . . . . 283/284
- Reproduction Release (Form for Submitting Documents to ERIC) . . . . . 285/286
- ERIC Price Codes (Showing Equivalent Prices) . . . . . 287
- How to Order
  - ERIC Documents from the ERIC Document Reproduction Service (EDRS) . . . . . 289
  - Resources in Education (RIE) from the U.S. Government Printing Office (GPO) . . . . . 291/293
  - ERICTAPES/ERICTOOLS (Magnetic Tapes and User Aids) From the ERIC Processing and Reference Facility . . . . . 294
- ACCESS ERIC (ERIC's Outreach Arm) . . . . . 295
- Major Vendors of ERIC Online Services and CD-ROM Products . . . . . 296
- ERIC Network Components (Addresses and Telephone Numbers) . . . . . Inside Back Cover

EDUCATIONAL RESOURCES



INFORMATION CENTER

*Resources in Education (RIE)* is processed for printing by ARC Professional Services Group, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

Subscriptions to *RIE* (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

## Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

## Library of Congress Cataloging in Publication

**Resources in education /** Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor];  
v. ; 28 cm.

Monthly.

Began with: Vol. 10, no. 1 (Jan. 1975).

Title from cover.

Description based on: Vol. 14, no. 1 (Jan. 1979).

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980-198 by the Dept. of Education, National Institute of Education; U.S. Dept. of Education, Office of Educational Research and Improvement.

(Continued on next card)

75-644211

AACR 2 MARC-S

76t8805r83jrev2

### Resources in education ... (Card 2)

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education

1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

1DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

016.370'78

75-644211

1LB1028j

AACR 2 MARC-S

Library of Congress

76t8805r83jrev2

## Introduction

**RESOURCES IN EDUCATION (RIE)** — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)  
Office of Educational Research and Improvement (OERI)  
U.S. Department of Education  
Washington, D.C. 20208-5720**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order *Resources in Education*."



---

---

## ERIC Clearinghouse Publications

---

---

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issues.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; Telephone: 1-800-443-ERIC (3742).

**ED 348 623** CG 024 441

Smith, Robert L. Stevens-Smith, Patricia

**Family Counseling and Therapy: Major Issues and Topics.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 471p.

**EDRS Price - MF01/PC19 Plus Postage.**

Alternate Availability—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (\$26.95).

**ED 348 624** CG 024 442

Sanborn, Robert D.

**Internationalizing Career Planning: A New Perspective for College Career Centers.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 82p.

**EDRS Price - MF01/PC04 Plus Postage.**

Alternate Availability—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (\$9.95).

**ED 348 625** CG 024 443

Robinson, Edward H. And Others

**Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 176p.

**EDRS Price - MF01/PC08 Plus Postage.**

Alternate Availability—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (\$16.95).

**ED 349 041** JC 920 417

Lombardi, John Cohen, Arthur M. Ed.

**Perspectives on the Community College: Essays.**

American Association of Community and Junior Colleges, Washington, D.C.; American Council on Education, Washington, D.C.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 210p.

**EDRS Price - MF01/PC09 Plus Postage.**

Alternate Availability—Publications Department PCC, American Council on Education, One Dupont Circle, Washington, DC 20036 (\$24.95).

**ED 349 185** SE 053 261

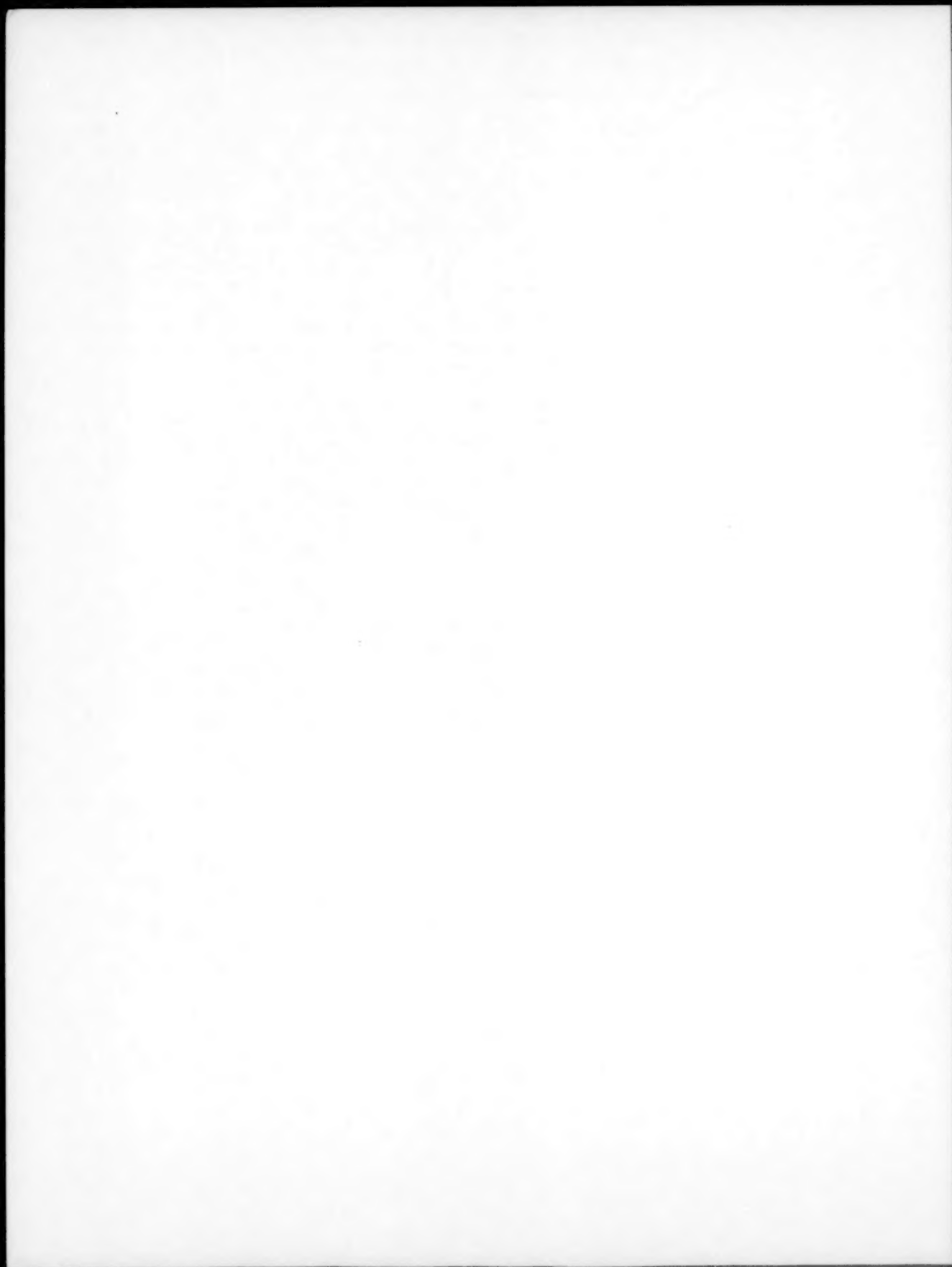
Haurry, David L. Rillero, Peter

**Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research.**

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; 37p.

**EDRS Price - MF01/PC02 Plus Postage.**

Alternate Availability—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Suite 310, 1200 Chambers Road, Columbus, OH 43212 (\$6.25).



## **DOCUMENT SECTION**



## SAMPLE DOCUMENT RESUME

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed

**Author(s).**

**Title.**

**Organization where document originated.**

**Date Published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Language of Document**—documents written entirely in English are not designated, although "English" is carried in their computerized records.

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

**ED 654 321**

*Smith, John D. Johnson, Jane*

**Career Planning for Women.**

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

**Report No.** — CU-2081-S

**Pub Date** — May 83

**Contract**— NIE-C-83-0001

**Note** — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

**Language**—English, French

**Pub Type**— Speeches/Meeting Papers (150)

**EDRS Price**—MF01/PC06 Plus Postage.

**Descriptors** — Career Guidance,\* Career Planning, Careers, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Labor Needs, Occupational Aspiration, Occupations

**Identifiers** — Consortium of States, \*National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

CE 123 456

**Clearinghouse Accession Number.**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Informative Abstract.**

**Abstractor's Initials.**



## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA — ERIC Processing and Reference Facility . . . . .	1	JC — Junior Colleges . . . . .	95
CE — Adult, Career, and Vocational Education . . . . .	1	PS — Elementary and Early Childhood Education . . . . .	109
CG — Counseling and Personnel Services . . . . .	21	RC — Rural Education and Small Schools . . . . .	113
CS — Reading and Communication Skills . . . . .	31	SE — Science, Mathematics, and Environmental Education . . . . .	117
EA — Educational Management . . . . .	42	SO — Social Studies/Social Science Education . . . . .	123
EC — Handicapped and Gifted Children . . . . .	52	SP — Teacher Education . . . . .	134
FL — Languages and Linguistics . . . . .	62	TM — Tests, Measurement, and Evaluation . . . . .	143
HE — Higher Education . . . . .	71	UD — Urban Education . . . . .	148
IR — Information Resources . . . . .	78		

### AA

**ED 348 466** AA 001 228  
Resources in Education (RIE). Volume 28, Number 1.

ARC Professional Services Group, Rockville, MD. Information Systems Div.: Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ISSN-0098-0897. Pub Date—Jan 93.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$94.00 (Domestic), \$117.50 (Foreign).

Journal Cit—Resources in Education; v28 n1 Jan 1993.

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

Identifiers—\*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

### CE

**ED 348 467**  
RIE JAN 1993

CE 060 093

**Project GROW. Final Project Report, January 1989 to June 30, 1989.**

Jefferson County Public Schools, Louisville, Ky. Spons Agency—Kentucky State Dept. of Education, Frankfort. Office of Vocational Education. Pub Date—30 Jun 89.

Note—93p.; For related Project WORTH documents, see ED 315 509-510. Appendix D (Self-Directed Search) and Appendix E (Occupations Finder) contain copyrighted materials and are not included.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Education, \*Career Awareness, Case Studies, Curriculum Guides, \*Displaced Homemakers, \*Homeless People, Job Search Methods, \*One Parent Family, \*Self Esteem, Videotape Recordings, Vocational Evaluation

Identifiers—Dictionary of Occupational Titles,

\*Project GROW KY, Self Directed Search

This document contains a final project report and curriculum modules from Project GROW, which measured the impact of training on the self-esteem and career awareness of homeless and single parents/displaced homemakers before and after program completion. Project GROW resulted from Project WORTH (Work Opportunity Readiness for the Homeless). The project overview describes the pre- and posttesting of the self-esteem and career awareness of 25 Project WORTH/GROW participants and 25 other single parents/displaced homemakers, showing comparable improvements in self-esteem in both groups and higher career awareness outcomes for GROW participants who attended workshops. Also included are information about the Project GROW video, accomplishments and recommendations, and case studies of seven WORTH participants. Appendices contain the following: news article; Career Assessment Center brochure; sample vocational assessment; Barksdale Self-Esteem Evaluation; list of GROW workshops; workshop evaluation form; pretest/posttest results for WORTH participants; pretest/posttest results for control group; self-esteem pretest comparisons; self-esteem posttest and script. Career awareness and self-esteem curriculum modules each contain three lessons. The career awareness modules address the following: increasing awareness of career options, determining interests and suitable career choices using Self Directed Search, and using the Occupations Finder and the Dictionary of Occupational Titles. The three self-esteem modules are as follows: introduction to self-esteem and related emotions, evaluating self-esteem using the Barksdale Self-Esteem Evaluation, and improving self-esteem. Each lesson consists of major concept, supporting concept, behavioral objectives, and instructional strategies.

(NLA)

**ED 348 468**

CE 060 125

**FORCE Containing Vocational Training in Europe. Vademecum.**

FORCE Technical Assistance Office, Brussels (Belgium).

Pub Date—90

Note—53p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Continuing Education, Coordination, Corporate Support, Employer Employee Relationship, Foreign Countries, International Cooperation, \*International Programs, \*Job Training, \*National Programs, \*Policy Formation, Program Development, Program Evaluation, Program Implementation, Public Policy, School Business Relationship, Technical Assistance, \*Vocational Education

Identifiers—\*European Community

The aim of the FORCE program is to promote the continuing vocational training of workers in Member States of the European Community (EC). FORCE offers assistance at national and EC levels in implementing measures to enhance both the development and quality of continuing training. Measures at the national level comprise the preparation of regular reports on steps taken to implement a common framework, including information on current arrangements to promote financed continuing training. National coordination units will be established to give proper effect to the FORCE program. Both internal and external evaluation will assess the impact on formulation and implementation of continuing vocational training policies. To support and supplement activities developed by and in Member States, the Commission of the European Communities will implement transnational programs to support innovation and coordinate initiatives. Measures to support innovation are a European transnational network, exchange plan, transnational or cross-frontier pilot schemes, and European sectoral surveys of continuing vocational training plans. Measures to coordinate initiatives are exchange of comparable data, analysis of contractual policy, exchange scheme for those involved in the social process, and forecasting trends in qualifications and occupations. Other activities include technical assistance, national coordination units, evaluation, and information. (YLB)

**ED 348 469**

CE 060 550

**Project Real World: Economic Living Skills for High School Students. Module 1, The Canadian Marketplace and You.**

Federal/Provincial Consumer Education and Plain Language Task Force (Canada).

Pub Date—[91]

Note—122p; For related modules, see CE 060 551-554.

Available from—Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba R2X 2R4, Canada (\$4.25 Canadian; set of five, \$26.05).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Citizenship Responsibility, Competition, \*Consumer Education, \*Consumer Science, Daily Living Skills, Decision Making, \*Economics Education, Entrepreneurship, Foreign Countries, \*Free Enterprise System, High Schools, Home Economics, Labor Market, Money Management, \*Political Influences, Social Change, Social Studies, Student Responsibility, Supply and Demand, Technological Advancement, Transparencies, Values

Identifiers—\*Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students function effectively within the rapidly changing marketplace; manage personal and financial resources; apply personal values, citizenship responsibilities, and social, economic, and environmental considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize entrepreneurship career opportunities. This module, the first in a series of five, contains three sections: (1) the Canadian marketplace—changes, technology, and environment; (2) the consumer and the economy—economic systems, interdependence, supply and demand, competition, and economic problems; and (3) the influence of the political and social systems on the marketplace—government, society, social change, and advertising. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

ED 348 470 CE 060 551

Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You.

Federal/Provincial Consumer Education and Plain Language Task Force (Canada).

Pub Date—[91]

Note—83p; For related modules, see CE 060 550-554.

Available from—Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba R2X 2R4, Canada (\$4.25 Canadian; set of five, \$26.05).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Responsibility, \*Conservation (Environment), \*Consumer Education, \*Consumer Science, Daily Living Skills, \*Decision Making, Economics Education, Entrepreneurship, Foreign Countries, Free Enterprise System, High Schools, Home Economics, \*Individual Development, Labor Market, Money Management, Political Influences, \*Problem Solving, Social Change, Social Studies, Student Responsibility, Technological Advancement, Transparencies, Values

Identifiers—\*Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students function effectively within the rapidly changing marketplace; manage personal and financial resources; apply personal values, citizenship responsibilities, and social, economic, and environmental considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize entrepreneurship career opportunities. This module, the second in a series of five, contains three sections: (1) focus on the individual-needs and wants, values, adult roles, lifestyle, and influences; (2) decision making and problem solving in everyday life; and (3) conservation. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

al-needs and wants, values, adult roles, lifestyle, and influences; (2) decision making and problem solving in everyday life; and (3) conservation. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

ED 348 471 CE 060 552

Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills—What Money Can't Buy.

Federal/Provincial Consumer Education and Plain Language Task Force (Canada).

Pub Date—[91]

Note—157p; For related modules, see CE 060 550-554.

Available from—Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba R2X 2R4, Canada (\$4.25 Canadian; set of five, \$26.05).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Banking, Citizenship Responsibility, Clothing, \*Consumer Education, \*Consumer Science, Credit (Finance), Daily Living Skills, Economics Education, Entrepreneurship, Equipment, Food, Foreign Countries, Free Enterprise System, High Schools, Home Economics, Housing, Insurance, \*Money Management, \*Purchasing, Recreation, Social Studies, Student Responsibility, Taxes, Transparencies, Transportation, Trusts (Financial)

Identifiers—\*Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students function effectively within the rapidly changing marketplace; manage personal and financial resources; apply personal values, citizenship responsibilities, and social, economic, and environmental considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize entrepreneurship career opportunities. This module, the third in a series of five, contains two sections: (1) financial planning—income, spending plan, savings, banking, credit, insurance, and taxes; and (2) shopping skills—marketplace information, food shopping, clothing, housing, major purchases, transportation, recreation, and comparison shopping. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

ED 348 472 CE 060 553

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work.

Federal/Provincial Consumer Education and Plain Language Task Force (Canada).

Pub Date—[91]

Note—135p; For related modules, see CE 060 550-554.

Available from—Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba R2X 2R4, Canada (\$4.25 Canadian; set of five, \$26.05).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Career Planning, Careers, Citizenship Responsibility, \*Consumer Education, \*Consumer Science, Cooperation, Daily Living Skills, Decision Making, Economics Education, \*Entrepreneurship, Foreign Countries, High Schools,

Home Economics, Individual Development, Interest Inventories, \*Job Search Methods, Lifelong Learning, Motivation, Self Esteem, \*Self Evaluation (Individuals), Social Responsibility, Social Studies, Student Responsibility, Transparencies, Values

Identifiers—\*Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students understand the marketplace; manage resources; apply values, responsibilities, and considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize entrepreneurship career opportunities. This module, the fourth in a series of five, contains four sections: (1) self-inventory—values, motivation, self-confidence, interest and skill inventory; (2) career planning—options, changing work world, women and work, lifelong learning, and career plan; (3) entrepreneurship—community role, self-exploration, business development, business management, cooperation, and social responsibility; and (4) getting a job—resumes, job searches, and interviews. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

ED 348 473 CE 060 554

Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society.

Federal/Provincial Consumer Education and Plain Language Task Force (Canada).

Pub Date—[91]

Note—125p; For related modules, see CE 060 550-553.

Available from—Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba R2X 2R4, Canada (\$4.25 Canadian; set of five, \$26.05).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Assertiveness, Citizenship Responsibility, \*Consumer Economics, \*Consumer Education, \*Consumer Protection, \*Consumer Science, Daily Living Skills, Deception, Decision Making, Economics Education, Entrepreneurship, Environmental Influences, Foreign Countries, High Schools, Home Economics, Marketing, Merchandise Information, Purchasing, Safety, Student Responsibility, Transparencies

Identifiers—\*Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students understand the marketplace; manage resources; apply values, responsibilities, and considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize entrepreneurship career opportunities. This module, the last in a series of five, contains three sections: (1) consumer rights and responsibility—safety, informed buying, making choices, speaking out, complaining, competent and ethical consumers, and the environment; (2) consumer protection; and (3) making oneself heard, the consumer citizen—assertiveness, representation, and organization. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included.

(NLA)

ED 348 474 CE 061 333

Martin, Beverly A.

**Where Are the Fathers in Family Literacy? Final Report. Project #98-1032.**

Northampton Community Coll., Bethlehem, PA. Adult Literacy Div.

Spons Agency—Department of Education, Washington, DC; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

Pub Date—31 Aug 91

Note—29p.; For a related sourcebook, see CE 061 334.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, \*Curriculum Development, Early Childhood Education, Early Parenthood, \*Educationally Disadvantaged, Educational Resources, Ethnic Groups, \*Fathers, Learning Activities, Literacy Education, Minority Groups, Parent Child Relationship, \*Parent Influence, Parent Role, Prisoners, \*Reading Instruction.

Identifiers—353 Project, \*Family Literacy

A project was conducted for the following purposes: (1) to determine reading methods and practices specific to the father's role in family literacy through research in the field of reading; (2) to develop a curriculum incorporating this research; (3) to implement this curriculum with two groups of educationally disadvantaged fathers; and (4) to compile and print a student workbook and teacher's guide to distribute in Pennsylvania. A literature review pointed to the influence of families in the school success of their children, especially through early reading, language, and drawing activities. Most of the literature documented mother-child relationships, but a few studies showed higher reading achievement by boys whose fathers read to them. A curriculum focusing on literacy classes for young fathers and their children was developed and piloted in a class of nine teen fathers and a class of older fathers in a correctional institution. The program was successful in both cases, but achieved better results with the older men. However, no children were able to participate in either group. Replication of the program is planned for future classes with both fathers and children. (Contains 34 references.) (KC)

ED 348 475 CE 061 334

Martin, Beverly A.

**Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.**

Northampton Community Coll., Bethlehem, PA. Adult Literacy Div.

Spons Agency—Department of Education, Washington, DC; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

Pub Date—31 Aug 91

Note—137p.; For the final report, see CE 061 333.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Basic Education, Early Childhood Education, \*Educational Resources, \*Ethnic Groups, \*Fathers, \*Learning Activities, \*Literacy Education, \*Minority Groups, Parent Child Relationship, Parent Influence, Parent Role Identifiers—353 Project, \*Family Literacy

This resource book contains classroom activities and suggested resources for teachers working with fathers and their children in literacy education classes for minority and ethnic groups. The book begins with a reading attitude survey for fathers. Five units of study follow, focusing on the following themes: (1) ourselves and our families; (2) our background; (3) we can do it together; (4) learning together (suggestions for parent-teacher interaction); and (5) heroes and heroines (especially athletes). Each unit consists of the following: (1) several activity outlines with information on time and materials required, skill learned, learning procedure, adaptations for situational variations, and evaluation; (2) a teacher's guide with suggestions for implementing the activities; (3) a bibliography of resources for parents and children (including books and addresses for additional resources); and (4) an appendix with worksheets for the activities. (KC)

ED 348 476 CE 061 464

**Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.**

RIE JAN 1993

lum, Central Cluster.

Illinois Univ., Urbana. Office of Agricultural Communications and Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—89

Note—1,590p.; For related documents, see CE 061 465-467.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF13/PC64 Plus Postage.

Descriptors—\*Agriculture, \*Agricultural Education, \*Agricultural Occupations, Behavioral Objectives, \*Core Curriculum, High Schools, Instructional Materials, Leadership Training, State Curriculum Guides, \*Supervised Occupational Experience (Agriculture)

Identifiers—Illinois

This curriculum guide contains six units with relevant problem areas for the central cluster of agricultural education. These problem areas have been selected as suggested areas of study to be included in a core curriculum for secondary students enrolled in an agricultural education program. The six units are as follows: (1) agricultural literacy; (2) generalizable skills in agricultural occupations; (3) basic principles of agricultural science; (4) basic agribusiness principles and skills; (5) developing leadership capabilities in agriculture and agribusiness; and (6) supervised experience in agriculture and horticulture. Each problem area includes some or all of the following components: related problem areas, prerequisite problem areas, occupational tasks addressed, learning assessment plan sheets, instructor's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, transparency masters, and a discussion guide for transparencies. Suggestions are made for use of the core materials, including specific suggestions for using the different components of a problem area. (KC)

ED 348 477 CE 061 465

**Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.**

Illinois Univ., Urbana. Office of Agricultural Communications and Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—89

Note—2,814p.; For related documents, see CE 061 464-467.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF26/PC113 Plus Postage.

Descriptors—\*Agriculture, \*Agricultural Education, Agricultural Engineering, Agricultural Occupations, Agricultural Production, \*Agronomy, \*Animal Husbandry, Behavioral Objectives, Career Awareness, Competency Based Education, \*Core Curriculum, Food, Food Processing Occupations, High Schools, Instructional Materials, Marketing, Microcomputers, \*Soil Science, State Curriculum Guides

Identifiers—Illinois

This curriculum guide contains 5 teaching units for 44 agricultural business and management cluster problem areas. These problem areas have been selected as suggested areas of study to be included in a core curriculum for secondary students enrolled in an agricultural education program. The five units are as follows: (1) agribusiness operation and management; (2) animal science; (3) plant and soil science; (4) food science and technology; and (5) agricultural engineering/mechanization. Each problem area includes some or all of the following components: related problem areas, prerequisite problem areas, occupational tasks addressed, learning assessment plan sheets, instructor's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, transparency masters, and a discussion guide for transparencies. Suggestions are made for use of the core materials, including specific suggestions for using the different components of a problem area. Representative problem areas include marketing agricultural products and services; financing the agribusiness; understanding the animal production industry; classifying animals; enhancing soil fertility; preventing soil erosion and managing land; processing agricultural products; adhering to government regulations; welding and metalworking; designing, building, and maintaining agriculture services; and identifying career opportunities. (YLB)

ED 348 478 CE 061 466

**Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.**

Illinois Univ., Urbana. Office of Agricultural Communications and Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—89

Note—886p.; For related documents, see CE 061 464-467.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF06/PC36 Plus Postage.

Descriptors—Agricultural Education, Behavioral Objectives, Botany, \*Business Administration, \*Core Curriculum, Engines, \*Floriculture, High Schools, \*Horticulture, Instructional Materials, \*Landscaping, Pests, Plant Growth, Plant Identification, \*Plant Propagation, Plants (Botany), Soil Science, State Curriculum Guides, Turf Management

Identifiers—Illinois

This curriculum guide contains five units with relevant problem areas for horticulture. These problem areas have been selected as suggested areas of study to be included in a core curriculum for secondary students enrolled in an agricultural education program. Each problem area includes some or all of the following components: related problem areas, prerequisite problem areas, occupational tasks addressed, learning assessment plan sheets, instructor's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, transparency masters, and a discussion guide for transparencies. Suggestions are made for use of the core materials, including specific suggestions for using the different components of a problem area. The five units are as follows: (1) horticultural business operation and management; (2) horticultural science and production; (3) horticultural mechanics; (4) landscaping; and (5) floral design. (NLA)

ED 348 479 CE 061 467

**Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.**

Illinois Univ., Urbana. Office of Agricultural Communications and Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—90

Note—985p.; For related documents, see CE 061 464-466.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF07/PC40 Plus Postage.

Descriptors—\*Agriculture, \*Agricultural Education, Air Pollution, Behavioral Objectives, \*Conservation (Environment), \*Core Curriculum, Educational Resources, Federal Legislation, \*Forestry, High Schools, Land Use, \*Recreation, State Curriculum Guides, Vocational Education, Water Resources, \*Wildlife Management

Identifiers—Illinois

This curriculum guide contains four units with relevant problem areas and is intended as a source unit for agricultural education. These problem areas have been selected as suggested areas of study to be included in a core curriculum for secondary students enrolled in an agricultural education program. Each problem area includes some or all of the following components: related problem areas, prerequisite problem areas, occupational tasks addressed, learning assessment plan sheets, instructor's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, transparency masters, and a discussion guide for transparencies. Suggestions are made for use of the core materials, including specific suggestions for using the different components of a problem area. The guide contains four units: (1) environmental protection; (2) forestry; (3) fish and wildlife management; and (4) outdoor recreation. (NLA)

ED 348 480 CE 061 649

Schroeder, Wayne E.

**Assessing the Productivity of Vocational/Technical Graduates.**

Ohio State Council on Vocational Education, Westerville.

Pub Date—90

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.



#### 4 Document Resumes

**Descriptors**—Efficiency, Employer Attitudes, Employment Experience, Employment Potential, Entry Workers, \*Graduates, Job Performance, Job Skills, \*Personnel Evaluation, Postsecondary Education, \*Productivity, Secondary Education, Technical Education, Two Year Colleges, \*Vocational Education, \*Vocational Followup  
**Identifiers**—Ohio (Central)

Fifty-three supervisors in private sector firms and public sector organizations in central Ohio responded to questions about 16 aspects of productivity in the workplace. The firms and organizations with which these supervisors were associated had a history of hiring vocational-technical education graduates as well as those who had pursued other educational programs. The supervisors were asked first to indicate how important to productivity were each of 16 aspects of productivity. The ratings of each supervisor were compiled into a composite score; the 16 aspects were then ranked in order according to their importance to productivity. The five indicators of most importance to productivity were quality of products/services; regular, prompt attendance; additional responsibility; teamwork; initiative; and personal discipline. On one indicator, preparation for work, a majority of supervisors considered vocational-technical graduates superior. On the other 15, 25-48% thought that vocational-technical graduates were more productive than other persons. The five indicators for which vocational-technical graduates compared most favorably were additional responsibility; teamwork; preparation for work; quality of products/services; and adaptability. Indicators for which vocational-technical graduates compare least favorably were motivating other workers; requiring less direct supervision; able to learn new skills; regular, prompt attendance; and personal discipline. (Participating central Ohio employers and secondary and post-secondary schools and colleges are listed.) (Author-YLB)

**ED 348 481** CE 061 667

**The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23.** Virginia State Dept. of Education, Richmond.

**Spons Agency**—Virginia State General Assembly, Richmond; Virginia State Governor's Office, Richmond.

**Pub Date**—92

**Note**—58p.

**Pub Type**—Reports - General (140)

**EDRS Price** - MF01/PC03 Plus Postage.

**Descriptors**—\*Academic Education, Child Development, Classroom Techniques, Disabilities, Higher Education, Inservice Teacher Education, Instructional Development, Integrated Curriculum, \*Mainstreaming, Preservice Teacher Education, Secondary Education, \*Special Education, Student Evaluation, \*Teacher Education Curriculum, \*Vocational Education Teachers  
**Identifiers**—\*Virginia

A model teacher education curriculum was developed for consideration by Virginia institutions of higher education, local education agencies, and state-operated programs in the provision of preservice and inservice instruction for academic and vocational educators to teach students with disabilities in the regular setting. The Delphi method was used to gather input from stakeholders. A total of 38 reviewers represented various constituencies. Knowledge, skills, and application competency statements were generated under six areas of study: child growth and development; student evaluation; instructional planning; classroom management; integration; and policies and procedures. The model curriculum guides staff development in higher education institutions for serving students with disabilities in academic and vocational classrooms. Four recommendations were made about the curriculum: disseminate to educational programs and facilities for use in training educators; use in training students to recognize individual differences and provide experiences for disabled students; use for special education course work for recertification requirements; and distribute to local school divisions for staff development. (Over half of this document contains five appendices: Virginia House Joint Resolution Number 420, 1991 session; letters; self-study guide-resources for the approval process for programs preparing special educators in Virginia; model curriculum reviewers; and excerpt of revisions of regulations governing the licensure of

school personnel.) (NLA)

**ED 348 482** CE 061 671

**Impact of Technology on the Family. Teacher Edition.**

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

**Pub Date**—92

**Note**—243p.; Written by a team of Oklahoma Home Economics Teachers.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. 302501).

**Pub Type**—Guides - Classroom - Teacher (052)  
**EDRS Price** - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Basic Skills, \*Child Development, Clothing, Competency Based Education, \*Consumer Education, \*Family Health, \*Family Life, Fashion Industry, Food, Home Economics Education, \*Homemaking Skills, Instructional Materials, Job Skills, Nutrition, Secondary Education, Teaching Guides, \*Technological Advancement, Textiles Instruction  
**Identifiers**—Technology Education

These instructional materials create an awareness of new technological innovations and how they affect personal and family life. This teacher's guide is for instructing secondary students enrolled in a home economics program. The following introductory information is included: use of this publication, competency profile, instructional/task analysis, related academic and workplace skills list, and 84 references. Eight units of instruction are provided on the following topics: (1) orientation (Deborah Segares); (2) family living (Marcy Carrick); (3) child development (De Ann Pence); (4) individual and family health (Brenda Brisey); (5) food and nutrition (Cathy James); (6) consumer education (Ruth Knight); (7) housing and home management (Linda Gregory); and (8) clothing and textiles (Pat Kellner). Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

**ED 348 483** CE 061 672

**Fortney, Clarence And Others**

**Fundamentals of Welding. Teacher Edition.**

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

**Pub Date**—92

**Note**—507p.; For a related document, see CE 061 676. Printed on colored paper.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. CN600101).

**Pub Type**—Guides - Classroom - Teacher (052)  
**EDRS Price** - MF02 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Competency Based Education, Engineering Drawing, First Aid, Hand Tools, High Schools, Instructional Materials, Machine Tools, Mathematics, Measurement, Mechanical Equipment, Metallurgy, \*Metal Working, Occupational Safety and Health, Postsecondary Education, Teaching Guides, \*Welding

These instructional materials assist teachers in improving instruction on the fundamentals of welding. The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; and 27 references. Seven units of instruction are provided on the following topics: (1) welding orientation; (2) welding safety and first aid; (3) welding tools and equipment; (4) basic metals and metallurgy; (5) basic math and measuring; (6) welding print reading; and (7) basic welding joints and symbols. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination materials. (NLA)

**ED 348 484** CE 061 673

**Gibson, LeRoy**

**Food Production, Management, and Services. Baking. Teacher Edition. Second Edition.**

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

**Pub Date**—92

**Note**—590p.; For related documents, see ED 333 165, ED 337 613-614, and CE 061 674-675. Printed on colored paper.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. 400475).

**Pub Type**—Guides - Classroom - Teacher (052)  
**EDRS Price** - MF03 Plus Postage. PC Not Available from EDRS.

**Descriptors**—\*Bakery Industry, Competency Based Education, \*Cooking Instruction, Equipment, Food Processing Occupations, Food Service, \*Food's Instruction, Hand Tools, Instructional Materials, Occupational Home Economics, Postsecondary Education, Secondary Education

These instructional materials are intended for a course on food production, management, and services involved in baking. The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; 13 references; and a glossary. Twelve units of instruction are provided: (1) orientation; (2) basic baking ingredients; (3) use and care of hand tools and utensils; (4) use and care of equipment; (5) standard recipe use; (6) cookies; (7) yeast breads and rolls; (8) sweet yeast-dough products; (9) quick breads; (10) cakes and icings; (11) cake decorating; and (12) pastries and pies. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

**ED 348 485** CE 061 674

**Gibson, LeRoy**

**Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition.**

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

**Pub Date**—92

**Note**—626p.; For related documents, see ED 333 165, ED 337 613-614, and CE 061 673-675. Printed on colored paper.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. 400478).

**Pub Type**—Guides - Classroom - Teacher (052)  
**EDRS Price** - MF03 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Competency Based Education, Cooking Instruction, \*Dining Facilities, Equipment, Food Processing Occupations, \*Food Service, \*Foods Instruction, Hand Tools, Instructional Materials, Occupational Home Economics, Postsecondary Education, Secondary Education, Waiters and Waitresses

**Identifiers**—Cashiers, \*Fast Foods

These instructional materials are designed for a course in food production, management, and services for fast foods. The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; 15 references; and a glossary. Thirteen units of instruction are provided: (1) orientation; (2) use and care of hand tools and utensils; (3) use and care of equipment; (4) standard recipe use; (5) receiving and storing food; (6) salad station; (7) sandwich station; (8) fry station; (9) grill station; (10) breakfast station; (11) dining room service; (12) counter service; and (13) cashiering. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

**ED 348 486** CE 061 675

**Gibson, LeRoy**

**Food Production, Management, and Services. Production. Teacher Edition. Second Edition.**

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

**Pub Date**—92

Note—1,061p.; For related documents, see ED 333 165, ED 337 613-614, and CE 061 673-674. Printed on colored paper.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. CN400473).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Cooking Instruction, \*Cooks, \*Food Service, \*Foods Instruction, Instructional Materials, Learning Activities, Occupational Home Economics, Postsecondary Education, Secondary Education, Teaching Guides.

This teacher's guide contains 20 units of instruction for a course in production in the food production, management, and services area. Units of instruction are designed for use in more than one lesson or class period of instruction. Introductory materials include the following: a competency profile; instructional/task analysis; related academic and workplace skills; tools, equipment, and materials list; 21 references; and glossary. Each instructional unit contains some or all of the following basic components: objective sheet, suggested teacher activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets. Unit titles are as follows: orientation; kitchen safety and sanitation; use and care of hand tools and utensils; use and care of equipment; standard recipe use; food quality, receiving, and storage; seasoning; salads, fruits, and salad dressings; sandwiches, hors d'oeuvres, and garnishes; stocks, soups, and sauces; meat identification; meat cookery; poultry and fish; vegetables, fruits, pasta, and rice; cheese and eggs; quick breads and yeast products; desserts; breakfast cookery; beverages; and menu planning and costing. (YLB)

ED 348 487 CE 061 676

Fortney, Clarence Gregory, Mike  
Gas Metal Arc Welding and Flux-Cored Arc Welding, Teacher Edition, Second Edition.  
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—92  
Note—353p.; Printed on colored paper.  
Available from—Mid-America Vocational Curriculum Consortium, Inc., 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (order no. CN600401).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Competency Based Education, Equipment, High Schools, Instructional Materials, \*Metal Working, Occupational Safety and Health, Postsecondary Education, Skilled Occupations, Teaching Guides, \*Welding.

These instructional materials are designed to improve instruction in Gas Metal Arc Welding (GMAW) and Flux-Cored Arc Welding (FCAW). The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; and eight references. Three units of instruction are included: (1) GMAW orientation and safety; (2) GMAW equipment, applications, and techniques; and (3) FCAW. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

ED 348 488 CE 061 678

Gordon, Howard R. D. And Others  
Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs.

Pub Date—90  
Note—22p.  
Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Business Education, Credit Courses, \*Enrollment Influences, \*Extension Education, Graduate Study, Higher Education, Marketing, Masters Degrees, \*Masters Programs, Nontraditional Education, Nontraditional Students, Student Characteristics,

\*Student Motivation, Technical Education, \*Vocational Education

Identifiers—Marshall University WV  
A total of 235 vocational, technical, and adult education (VTAE) master's degree recipients participated in a study to determine motivation for participation in off-campus credit programs. The study population participated in off-campus degree programs in VTAE at Marshall University (West Virginia). An information sheet collected demographic and situational data. The Education Participation Scale (Boshier, 1982) was used to determine the motivational orientation. The 40 items on the 4-point response scale were divided into 6 factors: social contact, social stimulation, professional advancement, community service, external expectations, and cognitive interest. Findings indicated that graduates were more inclined to be enrolled for professional advancement and cognitive interest reasons. Older participants were more inclined to be enrolled for community service reasons. Motivational orientations were found to differ among persons in different occupational fields. The study was recommended as baseline data for further studies in motivational research pertaining to VTAE. (Appendixes include a list of 10 references, 2 figures, and 4 tables.) (YLB)

ED 348 489 CE 061 695

Competitive Skills Project. Final Report.  
El Camino Coll., Torrance, Calif.  
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 92  
Contract—V198A00076  
Note—70p.  
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—Adult Literacy, \*Basic Skills, Computer Literacy, Cooperation, \*English (Second Language), Global Approach, \*Job Skills, Language Skills, Limited English Speaking, Mathematics Skills, Needs Assessment, Program Development, \*School Business Relationship, Skilled Workers, Technological Advancement, Unskilled Workers

Identifiers—El Camino College CA, \*Total Quality Management, \*Workplace Literacy

Almost 180 (22.5 percent) of BP Chemicals/HITCO, Inc. (BPCHI) employees have participated in the basic skills courses offered through the Competitive Skills Project (CSP) at El Camino College (Torrance, California). Workplace basics provide a solid foundation for Total Quality Management (TQM), enabling workers to be globally competitive. Two main groups were targeted for training: shop floor, maintenance, inspection, and technical service workers; and higher skill classification workers. Curriculum design was based on a workplace needs assessment. Assessment analysis identified three basic skills/literacy deficiencies: language, numerical, and basic computer. To address the need, three core courses were developed: communication/English skills for quality; TQM for limited English proficient workers; and English as a Second Language for TQM. In addition, a math skills course was developed. The project consisted of six cycles of courses, an onsite computer lab, and a volunteer tutoring program. Workshops were held to train tutors and supervisors and to improve the computer literacy and report writing skills of participants. The following conclusions about the CSP were reached: (1) consistency of project staff and business partners is critical to effectiveness; (2) line supervisors were a significant barrier to worker participation; and (3) formulation of customized curricula is an ongoing process requiring continual modification. (The bulk of this document contains four appendices: final report of the HITCO Basic Skills Audit; ESL for TQM curriculum; schedule of courses offered; and BPCHI Mission Statement.) (NLA)

ED 348 490 CE 061 698

Jennings, James  
Reconsidering Vocational Technical Education for Black and Latino Youth.  
Massachusetts Univ., Boston, MA. William Monroe Trotter Inst.

Pub Date—16 Apr 92  
Note—29p.; Based on a paper presented to the Urban Child Research Center (Cleveland, OH, April 16, 1992). For related documents, see ED 346 325.

Pub Type—Opinion Papers (120)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Black Education, \*Blacks, Community Development, Economic Progress, Educational Improvement, \*Educational Opportunities, Educational Planning, Educational Quality, Employment Opportunities, Federal Legislation, \*Hispanic Americans, \*Labor Force Development, Postsecondary Education, Secondary Education, Technical Education, \*Vocational Education

Identifiers—Carl D Perkins Voc and Appl Techn Educ Act 1990, \*Latinos

The leadership of communities of color should reexamine vocational-technical education as a potentially effective channel for training Black and Latino youth. None of the five potential schooling channels—public schools, vocational schools and programs, employment training programs, apprenticeship and union programs, and prisons—has done an adequate job with regard to Black and Latino youth. Four important caveats must be considered: (1) Blacks have had a long history and tradition of participation in vocational education; (2) the Booker T. Washington-W. E. B. DuBois debate regarding how Blacks should be educated is full of myth and misconception; (3) any strategy built exclusively on one of the five schooling channels is doomed to ineffectiveness; and (4) focusing on improving the quality and availability of vocational-technical education is a "supply-side" strategy. Vocational-technical education should be reconsidered because adequate training and schooling are necessary to partake of available economic and job opportunities. In addition, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 directs more federal funds to school districts and colleges in low income communities. Although studies have shown the continuing problems faced by Blacks and Latinos in vocational-technical education, several surveys and studies conducted at the national level have identified essential factors for the development and implementation of effective, high quality schools and programs. (Contains 37 endnotes.) (YLB)

ED 348 491 CE 061 699

Plihal, Jane And Others  
Integration of Vocational and Academic Education: Theory and Practice.  
National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.  
Pub Date—Jul 92  
Contract—V051A80004-89A

Note—75p.  
Available from—National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-065: \$5.95).

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—\*Academic Education, \*Basic Skills, \*Curriculum Design, Curriculum Development, \*Educational Change, Educational Practices, Educational Research, Educational Theories, Educational Trends, High Schools, \*Integrated Curriculum, Models, \*Vocational Education

Integration of vocational and academic education at the secondary level has been suggested as a way to strengthen students' education. Concerns about the vocational-academic split found in high schools center around human rights issues; economic competitiveness dependent on strengthened education; and graduates unprepared for life, work, or college. Curriculum theorists discuss three ways to organize a subject curriculum (correlated curriculum, fused curriculum, and broad fields curriculum) and two alternatives to the subject curriculum (core curriculum and activity curriculum). The literature indicates considerable activity directed toward integrating vocational and academic education. The most frequent type is the emphasis on basic academic skills in vocational courses. Three dimensions of the method for accomplishing the integration have been identified: content blend, teacher arrangement, and program of study. The scope of curriculum integration can be thought of in terms of breadth of exposure and exposure time. Motives for integration are the needs of society, teachers, students, and administration. Issues that require study are what should be integrated, who should benefit, what the desired outcome is, and how efforts should be evaluated. Three possible scenarios illustrate the potential breadth and depth of vocational and academic integration: vocational

## 6 Document Resumes

roles, vocational methods, and unabashed vocational emphasis. (Appendixes include 275 references for the paper, tables, and related literature and 2 integration models.) (YLB)

**ED 348 492** CE 061 700

Pucel, David J. And Others

**Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research.**

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jul 92

Contract—V051A80004-90A

Note—88p.

Available from—National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-143: \$6).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Competence, Competency Based Education, \*Job Analysis, \*Job Performance, \*Job Skills, Literature Reviews, Material Development, \*Mathematics Skills, \*Occupational Information, Postsecondary Education, Technical Occupations, \*Test Construction, Test Validity, Vocational Education

Identifiers—\*Occupational Math Requirements Assessment

This document contains information regarding the implementation of the Performance-Based Occupational Math Requirements Assessment (OMRA), which was designed to determine the math requirements for occupations that require training of less than a baccalaureate degree, and the research supporting the development of OMRA. The first section presents the OMRA instrument and directions on how to implement it. The OMRA Coordinator Manual contains directions to be followed by the person in charge of conducting the assessment. A glossary of terms is provided. The OMRA instrument includes the OMRA Inventory for recording the required math operations and the OMRA Applications Supplement for recording sample job applications for which each operation is useful. The second section contains a report on the process used to develop OMRA and the related research supporting its validity. A literature review discusses two general approaches for determining occupation-related math requirements: occupational analysis of job or training requirements, and standardized testing. The review then describes three basic forms of occupational analysis (the chosen approach): analyses of specific occupations to yield math skills requirements, analyses of occupational math skills based on training program requirements, and identification of generic skills required across occupations. A description of the development process used to create OMRA follows. A final pilot test is discussed that tested OMRA with a technical occupation requiring a larger amount of math and another less technical occupation requiring less math. Appendixes include a list of 35 references and 4 sample math competency lists. (YLB)

**ED 348 493** CE 061 701

Kallembach, Sheri, Comp. And Others

**Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2.**

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jul 92

Contract—V051A80004-92A

Note—131p; For volume 1, see ED 324 414.

Available from—National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-432: \$5.95).

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Adult Basic Education, Bilingual Education, \*Educational Resources, \*English (Second Language), \*Limited English Speaking, \*Literacy Education, Postsecondary Education, Resource Materials, Secondary Education, Sec-

ond Language Learning, \*Special Needs Students

This volume of resource listings is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others in locating resources for developing or improving programs and services for youth and adults with limited English proficiency. Materials listed in this guide include 85 publications; 21 newsletters; 2 journals; 22 agencies, associations, and organizations; 18 centers for educational information and services; 9 clearinghouses; 3 computer-based information networks; and 7 databases. The entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature and model programs and practices are also included. For each entry, an annotation, the price, ordering information, and address are provided. Listings are indexed by title and by author. (KC)

**ED 348 494** CE 061 704

Freeman, Frank H., Ed. King, Sara N., Ed.

**Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership.**

Center for Creative Leadership, Greensboro, N.C. Report No.—ISBN-0-912879-94-7; ISSN-1062-1474

Pub Date—92

Note—645p.

Available from—Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300 (\$59.95; 2-49 copies, \$47.96 each; 50 or more, \$35.97 each).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors—Citations (References), College Programs, Community Programs, Curriculum Guides, \*Educational Resources, Evaluation Methods, Higher Education, Instructional Films, Leaders, \*Leaders Guides, \*Leadership, \*Leadership Training, \*Learning Activities, Management Development, Postsecondary Education, \*Resource Materials, Secondary Education

This book is the fourth edition in a series designed to assist instructors in planning programs and teaching courses in leadership. The book is organized in the following seven sections: (1) a list of courses and programs in leadership, arranged by institution with contact person—courses and programs at colleges and universities, programs of independent research and training organizations, precollege programs, and noncampus programs are profiled; (2) an alphabetical listing of two kinds of technologies—leadership measurement instruments (inventories, questionnaires, and surveys) and structured experiential material for use in leadership training and development (exercises, simulations, and games); (3) an annotated bibliography of books, articles, resource materials, and reference sources pertaining to leadership; (4) an annotated list of films and videos for use in leadership courses and programs; (5) an alphabetical listing of contributors to the book and others who are willing to serve as resource persons (also listed by states and by foreign countries); (6) an alphabetical list of organizations with interest in leadership studies and activities; and (7) an index by subject, personal name, and institutional name to all sections and a separate author index to the bibliography. (KC)

**ED 348 495** CE 061 705

Sutton, Peter

**Basic Education in Prisons: Interim Report.**

United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.

Report No.—UIE-R-7

Pub Date—92

Note—83p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, Adult Programs, Adult Vocational Education, Basic Skills, \*Correctional Education, \*Correctional Rehabilitation, Educational Finance, Federal Aid, Foreign Countries, Institutionalized Persons, \*Literacy Education, National Programs, Prisoners, Recidivism, Vocational Re-

habilitation

Identifiers—Europe

The coercive environment of prison makes it an especially difficult setting for educational services that aim to enable people to make decisions and have some control over their lives. Concern has grown at the international, national, and local levels to ensure that education of high quality and an appropriately broad range is recognized as an obligatory and integral part of prison activities. Incarcerated prisoners show common characteristics across countries and regions. These are closely interrelated with previous educational experience and present needs. Motivation is crucial to active educational participation and progress. Strategies for obtaining educational objectives in prisons include providing a positive experience, involving the student, using an individualized approach, involving students in needs assessment, and giving formal recognition to progress. The curricula of basic education in prisons include literacy, literacy extension, and social skills. Providers of prison education range from statewide authorities to voluntary agencies. Some countries provide no prison service funding for education. Evidence of the effectiveness of prison education is generally not kept. Effects of education are distorted by other elements of the prison system. (Appendixes include 162 references and a United Nations resolution and Council of Europe recommendation on prison education.) (YLB)

**ED 348 496** CE 061 707

Burnside, Robert M. Guthrie, Victoria A.

**Training for Action: A New Approach to Executive Development. Report Number 153.**

Center for Creative Leadership, Greensboro, N.C. Pub Date—Mar 92

Note—46p.

Available from—Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300 (\$12; 2-49 copies, \$9.60 each; 50 or more, \$7.20 each).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, \*Leadership Qualities, \*Leadership Training, \*Management Development, Professional Development, Program Descriptions

LeaderLab, a leadership development program, encourages and enables leaders to take more effective actions. In developing content and structure, several instructional principles are important: realism, simplicity, relevance, operationalism, holism, and intervention over time. The program content falls into four categories: (1) challenges faced by executives; (2) competencies to deal with the challenges; (3) skills and knowledge that help each participant; and (4) the information and experience generated. Leaders face several challenges today, such as dealing with rapid and substantive change, managing diversity of people and views, and building the future through a shared sense of purpose. Five overlapping competencies needed to address the challenges are as follows: dealing effectively with interpersonal relationships, behaving in terms of systems, approaching decision-making from the standpoint of trade-offs, acting with flexibility, and coping with disequilibrium. The third content area focuses on two aspects of how leaders develop themselves: learning to learn and clarifying one's sense of purpose. The seven elements of the LeaderLab program are as follows: multiple sessions; pre- and post-course contact; process advisor—individual program tailoring; change partners; diversity of participants and trainers; classroom activities; and instruments. (A model diagram and conclusions are included. The bibliography contains 51 references.) (NLA)

**ED 348 497** CE 061 708

**Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education.**

Virginia State Council on Vocational Education, Richmond.

Pub Date—91

Note—14p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Articulation (Education), \*College Credits, \*Community Colleges, \*Educational Policy, Policy Formation, Postsecondary Education, Private Education, Program Improvement, \*Proprietary Schools, Public Education, State Programs, \*Transfer Policy, Two Year Colleges



## Identifiers—\*Virginia

A task force on private-public sector education in Virginia concluded that transfer and award of credit between public and private sector education providers should be facilitated. Based on the task force recommendations, the Virginia Council on Vocational Education made three recommendations to the State Board for Community Colleges and representative groups in the private sector and the military. The recommendations were as follows: (1) colleges in the Virginia Community College System should develop policies for evaluation and award of transfer credit from other postsecondary education institutions (including a process for transfer of credit from variously accredited private career schools, a process for transfer of credit from nonaccredited institutions, use of the American Council on Education's "Guide to the Evaluation of Military Experience") and should develop articulation agreements; (2) business, military, industry, and private career school providers should pursue accreditation and attempt to implement articulation agreements and to recognize transfer credits from the public sector; and (3) the Virginia Board of Education should review the recommendations of the task force and support the recommended actions. (The task force report is appended.) (KC)

**ED 348 498** CE 061 709  
**Strands of Opportunity, Webs of Hope: Weaving a Seamless Education System for Workplace Needs. 1991 Annual Report.**

Maryland State Council on Vocational-Technical Education, Annapolis.

Pub Date—91

Note—28p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Education, Advisory Committees, Agency Cooperation, Career Education, Educational Resources, \*Education Work Relationship, Elementary Secondary Education, Faculty Development, Higher Education, Integrated Curriculum, Professional Development, Public Relations, Special Needs Students, Teacher Education, \*Technical Education, \*Vocational Education

## Identifiers—\*Maryland, Technology Education

This annual report describes the following activities of the Maryland State Council on Vocational-Technical Education: (1) mandated responsibilities; (2) integration of academic and vocational education; (3) workplace requirements; (4) serving special populations; (5) technology education; (6) image/public relations/communications; (7) career and technology teacher preparation; (8) resources for vocational-technical education; and (9) advocacy for career and technology education and liaison with related organizations. Several major recommendations are reported: (1) improve the image of vocational-technical education; (2) ensure that public higher education responds to state needs, particularly for career and technology teacher preparation; (3) strengthen technology in higher education; (4) strengthen faculty professional development for technology education; (5) improve resources for vocational-technical education; and (6) improve services by improving interagency communications. A matrix of concerns and recommendations is included, as well as 10 references. (NLA)

**ED 348 499** CE 061 710

Bina, Michele

**Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.**

Pub Date—90

Note—156p.; Master's Thesis, California State University, Los Angeles.

Pub Type—Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Case Studies, \*Cooperative Programs, Demonstration Programs, \*Educational Improvement, Educational Trends, Education Work Relationship, Elementary Secondary Education, \*Futures (of Society), Higher Education, \*Institutional Cooperation, Models, \*School Business Relationship, State Programs

Identifiers—\*California, \*Partnerships in Education

This document describes a project that developed a resource guide for information on business-education partnerships in California, using a literature search and telephone interviews, and produced a guide to these partnerships. The project also ex-

plored the role of business in educational improvement and reform. Information is presented on the California character in the areas of economics, technology, and demographics, and the impact of those areas on education in the state. The guide, in addition, describes the overall partnership scenario in California. As part of the description, five case studies of model partnership programs in the state are presented to represent the types of involvement business can have in education and their effects on educational reform. The guide concludes that industry, in the form of business-education partnerships, represents a viable force in the education reform process, as it is one of the few sectors in society equipped with the resources necessary to perform the immense task. Business and industry can provide the necessary information, cutting-edge technology, and economic resources to effect significant educational changes. Appendixes include a list of implications for education, two perspectives on the role of business in education reform, and a list of the major agencies and organizations involved. There are 48 references. (Author/KC)

**ED 348 500** CE 061 715

Leigh, Gregory R. And Others

**Basic Education Needs of Adults Who Are Hearing Impaired.**

Deakin Univ., Victoria (Australia).

Spons Agency—Adult, Community, and Further Education Board, Melbourne (Australia).

Report No.—ISBN-0-7306-2789-6

Pub Date—92

Note—108p.

Available from—Office of the Adult, Community, and Further Education Board, Level 21, Rialto Towers, 525 Collins Street, Melbourne 3000, Victoria, Australia.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accessibility (for Disabled), \*Adult Education, \*Adult Literacy, Adult Programs, Adults, Assistive Devices (for Disabled), \*Educational Needs, Foreign Countries, \*Hearing Impairments, Interviews, Learning Problems, Mainstreaming, Program Improvement, Questionnaires, Semantics, Sign Language, Whole Language Approach

## Identifiers—\*Australia

This study examined the extent to which people in Australia with impaired hearing were receiving some form of literacy assistance and whether requests for service were fulfilled by providers of Adult Literacy and Basic Education (ALBE) services. A questionnaire was sent to a sample of 71 providers. In addition, telephone interviews were conducted with 100 hearing impaired people by persons competent in hearing impaired communication. The interview schedule focused on seven specific areas: background information; hearing impairment information; educational background/history; current educational requirements; previous experience with adult education; awareness/knowledge about current adult education options; and basic ALBE information. In addition, hearing impaired respondents were asked to provide a self-assessment of literacy and numeracy skills. Among the conclusions and recommendations that were drawn regarding the future ALBE service delivery, several are representative: (1) there is underrepresentation of hearing impaired people in ALBE services; (2) literacy skills are important to this group; (3) there is a low level of awareness about services and programs; (4) service provision program access should be facilitated through oral communication, sign communication, and signed communication; and (5) programs should be based on whole language principles and strategies highlighting semantic processing of text and metacognitive skills. (The report includes 50 tables, 43 references, and a glossary.) (NLA)

**ED 348 501** CE 061 716

McJames, Norma

**Basic Education Needs of Visually Impaired Adults.**

Royal Victorian Inst. of the Blind (Australia).

Spons Agency—Adult, Community, and Further Education Board, Melbourne (Australia).

Report No.—ISBN-0-7306-2788-8

Pub Date—92

Note—86p.

Available from—Office of the Adult, Community, and Further Education Board, Level 21, Rialto Towers, 525 Collins Street, Melbourne 3000, Vic-

toria, Australia.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accessibility (for Disabled), Adult Basic Education, \*Adult Education, \*Adult Literacy, Adult Programs, Assistive Devices (for Disabled), \*Blindness, Distance Education, Educational Improvement, \*Educational Needs, Educational Strategies, Foreign Countries, Mainstreaming, Technological Advancement, \*Visual Impairments

## Identifiers—\*Australia

Strategies were identified to enhance the provision of Australian Adult Basic Education Services (ABES) for visually impaired adults and to provide an information sheet for further education workers indicating appropriate ways of interacting with visually impaired adults. The Eastern and Gippsland Regions were studied. In the Eastern Region, information on visually impaired adults was sought with regard to 13 considerations: extent of demands; number attending adult basic education and allied courses; special education resources available at colleges/centers; program flexibility; access to resource sharing; educators' perceptions; guidelines/information for educators; opinions/suggestions in regard to access; established networks; the manner in offering courses; frameworks and support systems needed for integration; barriers to access; and related costs to support systems. In the Gippsland Region, a broad overview was developed with attention to the implications of distance education and technological applications on visually impaired people. Four recommendations were made for adult basic education programs for the visually impaired: (1) effective strategies should enable and promote participation; (2) equal access should be provided commensurate with other community members to available technology; (3) specific locations should be designated in each region to facilitate access and participation; and (4) specific inclusion and opportunity should be ensured in initiatives. (The Disability Services Act of 1986 appears in an appendix. Strategies for each recommendation and 59 references are included.) (NLA)

**ED 348 502** CE 061 718

Koehler, Sandra L. And Others

**Teachers, Tools & Techniques: A Handbook for Adult Basic Education and GED Instruction.**

Adult Education Service Center of Northern Illinois, Des Plaines. Adult Learning Resource Center.

Spons Agency—Department of Education, Washington, DC; Illinois State Board of Education, Springfield.

Pub Date—92

Note—111p.

Available from—Adult Learning Resource Center, 1855 Mount Prospect Road, Des Plaines, IL 60018 (\$8 plus \$3 postage).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Adult Basic Education, \*Adult Learning, \*Classroom Techniques, Cognitive Style, Cultural Traits, Guides, \*High School Equivalency Programs, Learning Disabilities, Mathematics Skills, Motivation, Reading Skills, Retention (Psychology), Test Wiseness, Writing Skills

Identifiers—353 Project, \*General Educational Development Tests

This handbook for Adult Basic Education (ABE) and General Educational Development (GED) instruction synthesizes research and combines it with selected instructional strategies for instructors, tutors, and volunteers. This handbook is a reference tool that sets the scene for instruction in literacy and adult basic education. The handbook includes the following six sections: (1) adult learner—characteristics, retention and motivation, learning styles, learning disabilities, and cultural considerations; (2) reading—beginning readers, intermediate readers, content area reading, and study skills; (3) mathematics—standards for ABE/GED instruction; (4) three stages of the writing process; (5) classroom management—multilevel classes and cooperative learning; and (6) the GED test overview and test-taking strategies. Within each section, instructional strategies and tips for teachers are graphically highlighted. Selected resources are identified at the end of each section for more information. Eight appendices are included: professional organizations and publications; acronyms; perceptual styles inventory; GED information; GED regional superin-

## 8 Document Resumes

tendent offices; Fry Readability; Adult Learning Resource Center (ALRC) information; and ALRC publication order form. (NLA)

**ED 348 503** CE 061 720  
Strategies for Improving Adult Reading Performance.

Marion City Board of Education, Ohio.  
Spons Agency—Department of Education, Washington, DC.

Pub Date—Jun 90

Note—23p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Reading Programs, Demonstration Programs, Dictation, Educational Strategies, \*Instructional Materials, Letters (Alphabet), Phonics, \*Reading Improvement, \*Reading Skills, Sentences, Spelling Instruction, Writing Skills

Identifiers—353 Project, \*Reading Recovery Projects

This project report explores the potential of using the strategies and methods of the Reading Recovery Program to teach adult nonreaders. The following assessment procedures assist the tutor in determining the student's reading level: letter identification, reading vocabulary, concepts about print, writing vocabulary, dictation, and text reading. The reading and writing activities presented in this booklet emphasize reading for meaning through text reading and learning strategies that incorporate all three cuing systems. Writing activities include learning letters, sentence writing, additional sentence writing, and spelling words. The following reading activities are included: new readings; analyze student's reading; questioning strategies—meaning substitution, visual error, grammatical or structural error, and omissions and insertions; reread for fluency; and model good reading behaviors. Additional activities include sight words and varied activities. Four handouts are provided. (NLA)

**ED 348 504** CE 061 721

Franz, Hans-Werner. And Others

**Occupational Profiles in the European Steel Industry.**

European Centre for the Development of Vocational Training, Berlin (Germany).  
Report No.—ISBN-92-826-3901-0

Pub Date—92

Note—31p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-73-92-837-EN-C).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Competence, Employment Qualifications, Foreign Countries, \*Job Skills, \*Job Training, \*Manufacturing, \*Metal Industry, \*Occupational Information, Postsecondary Education, Semiskilled Workers, \*Skilled Occupations, Vocational Education

Identifiers—\*Europe

The steel industry in Europe has faced great changes, with resulting layoffs and restructuring. Now that the most basic changes seem to be over, it has become evident that the remaining steel industry requires more highly trained workers than was the case previously. Although steel maintenance employees were always highly skilled, steel production employees were usually semiskilled, learning their skills on the job in a narrow range of work and progressing in that category. For now and in the future, a new type of training for steel production workers is proposed. Workers would be expected to complete 10 years of mandatory schooling and then a 3- or 4-year training program in steel production. The training should include a broad base, lay the foundations for teamwork, and develop all-round skills. The following basic occupational training curricula would be developed: (1) skilled steel worker in process technology specializing in metallurgy, forming, or refining; (2) skilled steel worker in foundry technology specializing in hand mold casting or machine mold casting; and (3) metal materials test operator. (Detailed training requirements for these three occupations are listed.) (KC)

**ED 348 505** CE 061 722

Peroni, Giovanni. Guerra, Duccio

**Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.**

European Centre for the Development of Vocational Training, Berlin (Germany).  
Report No.—ISBN-92-826-2986-4

Pub Date—Sep 91

Note—160p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-60-90-490-EN-C).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Charts, Comparative Analysis, Cooks, Distributive Education, Educational Background, Employment Qualifications, Food Service, Foreign Countries, \*Hospitality Occupations, \*Hotels, Job Analysis, \*Job Skills, Marketing, Occupational Home Economics, \*Occupational Information, \*Profiles, Recreation, \*Tourism, Vocational Education, Waiters and Waitresses

Identifiers—\*European Community, France, Germany, Greece, Italy, Portugal, Spain, United Kingdom

This report contains a directory of job profiles in the tourist/hotel sector that is based on seven national monographs. It provides an instrument for comparing factors that characterize practitioners working in the sector in Germany, Spain, France, Greece, Italy, Portugal, and the United Kingdom. A methodological note discusses study objectives, the field, and the research procedure. The directory is a set of descriptive data sheets for these practitioners: (1) hotels (general manager in large, medium-sized, and small hotels-front office manager, receptionist, head housekeeper, room attendant, food and beverage manager, restaurant manager, waiter/waitress, head barperson, sommelier, head chef, chef, pastry chef); (2) agencies (agency manager, reservations supervisor, counter clerk); and (3) public sector promotion (marketing executive, tourist courier, information officer, activity organizer, tour guide, franchising and company aggregation consultant, development executive). Each data sheet describes the practitioner on the basis of five typical factors: name, role, tasks, occupational expertise, and duration of training. The comparative tables use descriptors of occupational tasks and vocational expertise. Bar charts show the duration of education and training. The following section comments on individual data sheets, supplementing the information they contain and clarifying certain aspects. Other sections discuss trends in the tourist market and training for careers. A bibliography lists the seven national monographs on which the report is based. (YLB)

**ED 348 506** CE 061 724

Sellin, Burkart

**The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.**

European Centre for the Development of Vocational Training, Berlin (Germany).

Report No.—ISBN-92-826-3760-3

Pub Date—91

Note—29p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-73-91-675-EN-C).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Employment Opportunities, \*Employment Qualifications, Foreign Countries, International Communication, \*International Cooperation, International Trade, Job Analysis, Job Skills, \*Job Training, \*Labor Force Development, Labor Market, \*Occupational Information, \*Occupational Mobility, Program Development, Program Implementation, Relocation, Vocational Education

Identifiers—\*European Community

The Council of the European Communities (EC) has passed a number of decisions related to the creation of a labor market for skilled workers and to the facilitation of their free movement in a merging Europe. The establishment of comparability of vocational training qualifications is seen as a first step toward achieving the mutual recognition of diplomas, certificates, and other formal qualifications and as a prerequisite for enabling workers to make better use of their qualifications to obtain suitable employment in another Member State. The procedure involves several steps: EC selection of relevant occupations or groups of occupations; establishment of expert groups; preparatory studies and development of preliminary lists of possible occupations; development and discussion of draft occupational descriptions; and development of comparative tables. Member States are responsible for dissemination of all information developed. All EC Member

States should establish by mutual agreement each occupational description with the title, duties, and tasks. A general assessment indicates that the process has proved its worth because a detailed source of information pertaining to occupations and sectors has been compiled that clarifies differences in training systems in the various sectors and the 12 Member States. Member States should compile the data necessary for every occupation at the EC level. (Appendices include a chart showing stage of work on comparability by sector and sample occupational description.) (YLB)

**ED 348 507** CE 061 725

Sensi, Dina. And Others

**Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women.**

European Centre for the Development of Vocational Training, Berlin (Germany).

Report No.—ISBN-92-826-3156-7

Pub Date—92

Note—123p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-72-91-011-EN-C).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Access to Education, \*Affirmative Action, \*Corporate Education, \*Educational Discrimination, Educational Opportunities, Employed Women, Employment Practices, \*Equal Education, Foreign Countries, Industrial Training, \*Job Training, Labor Legislation, Nondiscriminatory Education, Personnel Policy, Program Development, Program Evaluation, Program Implementation, Sex Discrimination, \*Sex Fairness, Staff Development

Identifiers—European Community

Equal opportunities programs in the Member States of the European Community (EC) are based on international law, EC law, and various legal provisions at the national level. Two main types of positive action can be identified among the various initiatives implemented in the different Member States: (1) governmental promotion of positive actions through legislation and agencies; and (2) creation of an infrastructure. Companies surveyed stress the importance of continuing vocational training for personnel, but the vast majority of trainees are men. Companies can be grouped into three types depending on their personnel and equal opportunities policies: (1) firms that follow recommendations and national legislation; (2) companies with no specific positive action program that apply the principle as a company, organizational, and personnel policy; and (3) companies that develop and implement a positive action program. The players involved have varying importance in terms of their tasks, strategies, and negotiating capacity; key protagonists are the company, women, promoters, and support mechanisms of the positive action. Training programs can be classified as insertion; retraining or reskilling; and promotion, development, and preparation for management. The effects produced by the positive actions are more training for women, a new sense of legitimacy for equal opportunities policy, and increased occupational visibility for women. (Appendices include evaluation guidelines, 15 references, and a list of companies visited.) (YLB)

**ED 348 508** CE 061 726

Stanzani, Claudio

**Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy.**

European Centre for the Development of Vocational Training, Berlin (Germany).

Report No.—ISBN-92-826-2881-7

Pub Date—92

Note—89p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-71-91-243-EN-C).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Chemical Industry, Conservation (Environment), Ecology, Environmental Education, \*Environmental Standards, Environmental Technicians, Foreign Countries, \*Job Analysis, Job Skills, \*Metal Industry, \*Occupational Information, Occupations, Pollution, Surveys

Identifiers—\*Environmental Protection, \*Italy

This report provides an initial analysis of the occupational and qualification structures in the field of environmental protection in the Italian metal and



chemical industries. The first two chapters review the legislative background, situation in industry, and provision of environmental education and training. The third chapter presents results of a survey of 10 firms to identify occupations associated with environmental protection and to determine their characteristics. Summaries are provided of an analysis of responses from seven companies in the chemical industry and three in the metal and iron and steel industries. Each case study includes the following: a narrative summary; a chart indicating occupation, percent of working time devoted to environmental activities, and qualifications; and a table that summarizes the principal characteristics of the occupations and indicates the principal tasks, skills, and training requirements. The fourth chapter sets forth conclusions. It identifies "groups of activities" and lists the related tasks for each group. An analysis of occupations groups them into three types: managerial, technical, and operational. A table illustrates criteria for the description and classification of the occupations. Then, the occupations identified in the case studies are classified on the basis of these analyses. A list of the occupations indicates the degree to which each can be assigned to one of the three types. The survey instrument is appended. (YLB)

**ED 348 509** CE 061 727

Dupont, Georges Reis, Fernanda

**Training of Trainers: Problems and Trends.**  
European Centre for the Development of Vocational Training, Berlin (Germany).

Report No.—ISBN-92-826-3424-8

Pub Date—90

Note—49p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-72-91-649-EN-C).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, Adult Educators, Continuing Education, Corporate Education, Educational Needs, Educational Research, Foreign Countries, \*Job Training, Staff Development, \*Teacher Education, \*Trainers, Training  
Identifiers—\*European Community

Trainers must be prepared to provide traditional training and to help design original training systems that make it possible to build up new professional identities. The existing literature provides a clear view of the demand for training for trainers. Studies are now focusing on ways in which the training supply is meeting this demand. Some problems raised by trainers in basic vocational training are limited autonomy and little opportunity for educational innovation, obstacles to student and teacher mobility among Member States of the European Community, and unattractive career advancement and salaries. Trainers in continuing education who have opportunities for greater initiative and autonomy cite these trends: emergence of a more clearly defined training management function, use of outside services, decrease in relative numbers of full-time trainers in enterprise, decentralization of training, and increasing importance of training needs analysis. Studies suggest distinctions among teachers, full-time trainers, and occasional trainers. Specialists in educational engineering and training engineering and training management specialists and technicians are also emerging. The question is how to envisage the training of trainers in a period of transition between the current restructuring stage and establishment of a new integrating cultural model which entails a genuine change of culture. Other problems are opening up access and increasing use of the supply of training. (YLB)

**ED 348 510** CE 061 728

Pereira, Licio Chainho And Others

**Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.**

European Centre for the Development of Vocational Training, Berlin (Germany).

Report No.—ISBN-92-826-1782-3

Pub Date—91

Note—130p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-59-90-831-EN-C).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Clothing, \*Fashion Industry, Foreign Countries, Higher Education, \*Job Skills, Leaders, \*Middle Management, National Surveys, \*Occupational Information, Profiles, Sec-

ondary Education, Textiles Instruction, Vocational Education

Identifiers—\*Portugal, \*Textile Industry

A study examined the current needs of middle management in the textile and clothing industry in Portugal. Focus was on Level 3-foremen, overseers, and team leaders. Eight of 400 enterprises responded to the first questionnaire; 370 of 1,000 responded to the revised questionnaire. The following data were collected: number of employees according to economic activity, level of qualification, sex, enterprise size, district, subsector, length of service, total sales, pay category, and education. Higher education in textiles was provided at two universities. The only secondary courses with a textile component were those of a technical vocational nature: textiles and textile production, textile design, and textile chemistry. The Textile Industry Vocational Training Center and Clothing Industry Vocational Center were set up to satisfy the needs of the textile and clothing industry. Findings indicated that the industry depended on public education and upgrading activities organized by enterprises; very little training was provided by the Textile Sector Trade Unions. Foremen and overseers performed coordination and supervision of production, production management, equipment maintenance, and personnel management. Necessary training included general and basic secondary vocational-technical education and updating. Use of new technology was seen as contributing significantly towards improving the qualifications of Level 3 technicians. (Appendixes include the final questionnaire, respondent list, 30 data tables, and a 26-item bibliography.) (YLB)

**ED 348 511** CE 061 729

Muller-Warson, Liliane

**Vocational Training in the Tourist Industry.**

European Centre for the Development of Vocational Training, Berlin (Germany).

Report No.—ISBN-92-826-2200-2

Pub Date—91

Note—161p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-60-91-547-EN-C).

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Administrator Education, \*Economic Development, Educational Policy, Foreign Countries, \*Hospitality Occupations, Labor Market, Management Development, National Programs, Postsecondary Education, \*Public Policy, Secondary Education, \*Tourism, \*Vocational Education

Identifiers—Belgium, Denmark, \*European Community, France, Germany, Greece, Ireland, Italy, Netherlands, Portugal, Spain, United Kingdom  
This documentary study is based on 12 national dossiers on vocational education and training in the tourist industry. Part 1 is an overview of school vocational training diplomas and curricula and the provision of training programs in the tourist industry. The description of the provision of training in this sector is followed by a review of training programs—secondary and postsecondary—for each Member State of the European Community: Belgium, Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Netherlands, Portugal, and the United Kingdom. A bibliography is provided at the end of most country summaries. Part 2 gives details of policies in the field of tourism in seven Member States and their implications for national and regional economic development. These details are supplemented by bibliographical extracts. For other countries (Belgium, Greece, France, Ireland, Italy, Netherlands, and Portugal), the bibliographic references appear at the end of the report. Part 3 lists publications related to research on both the qualitative and quantitative aspects of tourism. The publications are divided into three categories: national studies on tourism and employment, studies and research on specific subjects, and training of managers. Content of the publication is briefly summarized. A bibliography and references section lists 163 publications and titles by country. Addresses for additional information (by country) are also listed. (YLB)

**ED 348 512** CE 061 730

Behrens, Martina And Others

**Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.**

Pub Date—92

Note—19p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Apprenticeships, Comparative Analysis, Developed Nations, Economics, \*Education Work Relationship, Employment Patterns, Foreign Countries, \*Job Training, \*Outcomes of Education, Postsecondary Education, Secondary Education, Unemployment, Unskilled Occupations, \*Vocational Education, \*Youth Employment

Identifiers—\*England, England (Liverpool), England (Swindon), \*Germany, Germany (Bremen), Germany (Paderborn)

A research project studied 4 selected matched samples of 160 youths each, aged 16-19 years, from 2 towns in England and 2 in Germany in order to compare the youths' experience of job training and the school-to-work transition. Two expanding towns—Swindon, England, and Paderborn, Germany—were paired, as were Liverpool and Bremen. Whereas Liverpool and Bremen had been experiencing unemployment and economic decline, Swindon and Paderborn had expanding economies. Four career trajectories were constructed for the youths across both countries. The trajectories predicted youths in the following categories: (1) in the academic mainstream leading toward higher education; (2) in training and education leading to skilled employment; (3) in other forms of education and training leading to semiskilled employment; or (4) in unskilled jobs or remedial training schemes or unemployed. Qualitative and quantitative analysis of employment experiences and outcomes of young people in the four towns coupled with local area information enabled contextualized analyses to be given of different types of transition. Some of the findings of the study were that German youths were most likely to be still in school or in job training, since their system had much more stringent requirements for entry-level jobs than did the British system. The study also found that across the four trajectories, British youths were more optimistic than German youths about their prospects for employment and future opportunities, perhaps because their less-structured training made them more self-reliant and less dependent on the continuation of the occupations for which they had trained. (14 references) (KC)

**ED 348 513** CE 061 733

Farr, Charlotte Webb Collins, Norma Decker

**The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students.**

Pub Date—[Apr 92]

Note—8p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, \*Adult Learning, \*Adult Students, Cognitive Processes, Cognitive Psychology, \*Cognitive Style, College Students, Educational Research, Graduate Students, Higher Education, \*Verbal Development, \*Vocabulary Development

The mechanisms by which adults acquire vocabulary and the relationship between adults' ability to acquire vocabulary and their method of processing information were the subjects of this study. Theoretical bases of the study were ideas from cognitive psychology, particularly the work of Sternberg. Subjects were preservice education majors and inservice teachers enrolled as graduate students in education at a medium-sized college in the rural west. The study correlated performance on three measures: Schmeck's Learning Styles Inventory, the Farr Assessment of Vocabulary Acquisition, and a vocabulary test used to predict performance on the Graduate Record Exam. The 135 subjects in 7 classes were grouped according to type of class. Three data analyses were conducted: Group 1, secondary English majors; Group 2, elementary education majors; and Group 3, master's students in education. Pearson correlation coefficients provided weak support for the hypothesized positive linear relationship between the tendency to process information deeply and the ability to acquire vocabulary and the hypothesized relationship of these to actual vocabulary knowledge. Regression analyses for Groups 2 and 3 indicated that the predictor variables used in the study (learning processes and ability to acquire vocabulary in context) explained a portion of the variance in the criterion variable, vocabulary. Findings implied that cultural context must be taken into account when assessing vocabu-

# 10 Document Resumes

lary. (10 references) (YLB)

ED 348 514 CE 061 734

Moore, Gary E. And Others

**The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions.**

Pub Date—24 Apr 92

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 24, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Responsibility, \*Administrator Role, Educational Administration, Educational Research, High Schools, Principals, \*Role Perception, Role Theory, Self Evaluation (Individuals), State Surveys, Superintendents, Teacher Attitudes, \*Vocational Directors, Vocational Education Teachers Identifiers—\*North Carolina

The current and desired role of local vocational directors (LVDs) in North Carolina was assessed through a survey of superintendents, principals, vocational teachers, and LVDs. A literature review indicated differences in various groups' perceptions regarding the actual and ideal role of LVDs. The instrument required respondents to reply 2 times to each of 67 job function statements: extent to which the LVD was actually performing the task (current role) and extent to which the LVD should be performing the task (desired role). For each item, a four-point Likert-type scale was used. Respondents included 98 superintendents, 106 principals, 100 vocational teachers, and 128 LVDs; the overall response rate was 78 percent. The jobs were grouped into four major categories—instruction, program promotion, administration, and personnel—as a result of a principal-components analysis. Analysis of variance was used to determine statistically significant differences between respondent groups. Paired t-tests were used within each group to determine differences between current and desired levels of activity for each role. Findings indicated that LVDs were generally performing administrative tasks at the level at which they were expected to perform by teachers, superintendents, and principals. These groups would like to see LVDs substantially more involved in program promotion and instruction and moderately more involved in personnel. LVDs saw a need for more involvement in program promotion, instruction, and personnel. (32 references) (YLB)

ED 348 515 CE 061 735

Daniels, Susan J. Hess, Caryl A.

**Adult Literacy: An Evaluation of a Successful Program.**

Pub Date—Mar 92

Note—8p; Paper presented at the Annual Meeting of the Midwest Regional Reading and Study Skills Conference (5th, Kansas City, MO, March 12-13, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, \*Adult Reading Programs, \*Computer Assisted Instruction, Cooperation, Dropout Rate, Enrollment, Followup Studies, Functional Literacy, \*Program Costs, Program Evaluation, Reading Improvement

Identifiers—Family Literacy, \*Ohio (Summit County), \*Principle of the Alphabet Literacy System, Slosson Intelligence Test

The University of Akron's Reading Assessment Component (RAC) research study assessed the effectiveness of a computer-based literacy program, Principles of the Alphabet Literacy System (PALS), as an alternative to classroom instruction for functionally illiterate adults living in Summit County, Ohio. The RAC study assessed four objectives: (1) development of a pretest and posttest model to assess PALS; (2) measurement of quantitative and qualitative learning increases; (3) comparison of learning increases of PALS students to those of students in a selected adult basic education (ABE) program over the same time period; and (4) comparison of PALS program costs to the costs of a selected ABE program. Pretest/posttest scores were analyzed for a sample of 23 adults. Two client characteristics identified successful PALS participants: adult learners who scored at least a 75 on the Slosson Intelligence Test and those who completed at least 4 years of formal schooling. Six recommendations were made: extrinsic motivations should be used to improve attendance and lower dropout

rates; a family literacy program should be established; quantitative and qualitative measures should be used to evaluate clients; follow-up telephone interviews should collect information from past clients; projected grade-level increases in reading achievement should be reevaluated; and greater care must be taken to enroll adults in appropriate literacy programs. (15 references) (NLA)

ED 348 516 CE 061 736

Farris, Pamela J.

**Achieving Adult Literacy. Fastback 330.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-330-1

Pub Date—92

Note—41p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25; members: \$1).

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Adult Programs, \*Educational Objectives, Evaluation Methods, \*Learning Motivation, \*Literacy Education, Program Descriptions, Student Educational Objectives, Student Evaluation, Student Motivation, \*Teaching Methods

Identifiers—Workplace Literacy

Leaders in business and industry are demanding workers who not only can read and write but can think creatively and critically and solve problems. Federal- and state-funded programs and volunteer organizations are involved with adult literacy. Increasingly, corporations are funding adult literacy projects. Adults read for different reasons than they did when in school. Their reading relates to work-related tasks; they read to keep up with current events or for their own enjoyment. A first goal of an adult literacy program should be to enhance the self-esteem and self-concept of low-literate adults. Appropriate instructional strategies are the language experience approach; cooperative learning; dialogue journals; books on tape; tutor as a model for oral reading; cloze procedure; graphic organizers; Know, Want to Know, Learned; and computers. Effective assessment methods are standardized and competency tests, checklists, and portfolios. Programs that show the diversity of adult literacy programs in the United States are intergenerational adult literacy projects; Project: Learn, a literature-based adult literacy program; Siskiyou County READ (Reading, Education, and Development) Project, a rural adult literacy effort; workplace literacy programs; Project Literacy United States; and volunteer efforts. (Nine organizational sources of information and 28 references are appended.) (YLB)

ED 348 517 CE 061 737

Aps, Jerold W.

**Adult Education: The Way to Lifelong Learning.**

Fastback 334.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-334-4

Pub Date—92

Note—38p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25; members: \$1).

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Adult Programs, Delivery Systems, \*Educational Objectives, \*Learning Motivation, \*Lifelong Learning, \*Literacy Education, Program Descriptions, Student Educational Objectives, Student Motivation, \*Teaching Methods

Identifiers—Workplace Literacy

The adults who participate in classes, workshops, and other learning opportunities are as diverse as the kinds of programs in which they enroll and the reasons for which they enroll. Adult learners are multifaceted, appreciate flexibility in teaching strategies, and want a say in what they will learn. These purposes for adult education are evident: (1) to help people acquire tools for physical, psychological, and social survival; (2) to help people discover a sense of meaning in their lives; (3) to help people learn how to learn; and (4) to help communities provide a more humane social, psychological, and physical environment for their members. Providers of adult education can be divided into four categories: tax-supported agencies and institutions; nonprofit, self-supporting agencies and institutions; for-profit

providers; and nonformal learning opportunities. Some trends and issues that the field of adult education faces in the years ahead include the emerging learning society, quality concerns, adult illiteracy, and influence of information technology. (32 references) (YLB)

ED 348 518 CE 061 738

**Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989).**

Council for Cultural Cooperation, Strasbourg (France); Ministry of Education and Science, Madrid (Spain).

Report No.—DECS/AE(91)16

Pub Date—92

Note—40p.

Available from—Director of Education, Culture and Sport of the Council of Europe, BP 431 R6, F-67006 Strasbourg Cedex, France.

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Education, \*Community Development, Cooperative Programs, Coordination, \*Educational Cooperation, Foreign Countries, \*Job Training, Labor Force Development, \*Networks, Rural Areas, \*Social Change, Womens Education, Youth Programs

Identifiers—\*Spain

These proceedings report on a seminar to review the Network of Adult Education and Community Development Schemes as it had been operating in Spain since 1986. An opening address (Jose Cartagena) discusses achievements to date, including making the most of available resources and introducing new working methods through the established liaison machinery. The next section presents papers of representatives involved in local development projects keyed to training and community development. The papers describe Universidad Popular de Gijón, a training and development project in a conversion area; training and rural development in the rural schools of Barco de Avila and San Cebrían de Campos; the experiment at Leganes (Madrid), in which an adult education institute provided training and development; the Youth and Solidarity Group experiment at Entrevias (Madrid) that focused on problems affecting children and young people; and the "Simone de Beauvoir" Experimental School for Women (Madrid). The next section focuses on the factors stressed by experts during discussion of these projects: significance of the network as an instrument of cooperation and research; the network's responsiveness to the real-life situation; the methodological approach to community development; and coordination between institutions and local authorities. Other sections consider the goals of the European Network, set forth conclusions of the seminar, and make recommendations. Appendices include the agenda and participant lists. (YLB)

ED 348 519 CE 061 740

**Survey of Literacy Skills Used in Daily Activities.**

A Report on the Literacy Skills of Albertans.

Alberta Dept. of Advanced Education, Calgary.

Pub Date—May 91

Note—63p; For the national survey report, see ED 332 557.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Adult Basic Education, \*Adult Literacy, Basic Skills, Demography, Educational Attainment, Educational Needs, Employment, Foreign Countries, \*Literacy Education, Mathematics Skills, National Surveys, Needs Assessment, Reading Skills, \*Self Evaluation (Individuals)

Identifiers—\*Alberta

The National Survey of Literacy Skills Used in Daily Activities assessed the functional literacy skills of Canadians aged 16-69. It used a series of commonplace tasks of varying difficulty supplemented by a self-assessment of the literacy skills and needs of Canadians to provide a detailed literacy profile of the adult population in Canada. A secondary analysis focused on Alberta residents. Of the total of 9,455 Canadian respondents (70%), 862 of the 1,248 Albertans surveyed responded. Results indicated the following: (1) 71 percent of adult Albertans had sufficient reading skills to meet most everyday demands; (2) an estimated 72 percent had numeracy skills sufficient to deal with most everyday requirements; (3) literacy levels had improved

with succeeding generations of Albertans; (4) educational attainment was strongly associated with the literacy skills of Albertans; (5) the literacy level of Albertans was also related to parents' education; and (6) lower income Albertans were more likely to experience literacy problems. The survey found that 68 percent rated their own reading and writing skills in English as good to excellent, 63 percent were very satisfied with their reading and writing skills in English, and there was a positive relationship between the objective measure of reading skills as assessed by the literacy tasks and the perceived skills of respondents. (A separate overview section highlights results.) (YLB)

**ED 348 520** CE 061 741

**Alberta Literacy Inventory Report.**  
Alberta Dept. of Advanced Education, Calgary.  
Report No.—ISBN-0-7732-0535-7; ISBN-0-7732-0536-5; ISBN-0-7732-0537-3  
Pub Date—Dec 90  
Note—310p.

Available from—Community Programs Branch, Alberta Advanced Education, 6th Floor, Devonian Building East Tower, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L3, Canada.

**Pub Type—Reports - Research (143)**  
**EDRS Price - MF01/PC13 Plus Postage.**

**Descriptors—**Administrator Characteristics, Administrators, Adult Basic Education, Adult Educators, \*Adult Literacy, Adult Students, Comparative Analysis, \*Delivery Systems, Educational Administration, Enrollment Rate, Foreign Countries, \*Literacy Education, Profiles, \*Resource Centers, \*Student Characteristics, Teacher Characteristics, Teachers, Tutoring  
**Identifiers—**\*Alberta

This report presents results of a study to identify existing literacy programs and resource centers in Alberta and profile the individuals who hold a stake in Alberta's literacy programming efforts. It begins with highlights of project results related to programs, program administrators, instructors/tutors, and learners (all groups) and a summary of similarities related to programs, learners, and literacy practitioners. A 34-item bibliography is provided. The body of the report begins with an introduction to the study, including its context. Section 2 details research methodology. Sections 3-5 provide inventories (composite portraits and data) on these programs that were identified: 63 of 65 tutor-based literacy programs, 241 of 253 institutional literacy programs, and 52 libraries housing 53 literacy resource centers. Section 6 compares data from the tutor-based and institutional literacy programs. Sections 7-13 provide profiles and discussions of these stakeholders in literacy programming: tutor-based literacy program coordinators, literacy program administrators, volunteer tutors, literacy instructors, tutored learners, institutional learners (grade levels 0 to 9), and institutional learners (10 to 12). Section 14 compares the three learners groups. Appendices to the report contain the following: maps of learner interview sites; inventory instruments and statistics; profile instruments and statistics; response rates for all instruments; and 34 references. (YLB)

**ED 348 521** CE 061 742

**SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report.**  
Rio Salado Community Coll., Ariz.  
Pub Date—8 Apr 91  
Note—74p.

**Pub Type—Reports - Research (143)**  
**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**\*Adult Basic Education, Adult Literacy, Blue Collar Occupations, \*Computer Assisted Instruction, Demonstration Programs, Educational Innovation, Home Study, Illiteracy, \*Independent Study, \*Literacy Education, Microcomputers, Reading Skills, Staff Development, \*Telecommunications

**Identifiers—**Southwest Advanced Learning System for Adults, Workplace Literacy  
Researchers at Rio Salado Community College (Arizona) directing an educational research project, called the Southwest Advanced Learning System for Adults (SALSA), placed personal computers in the homes of production line workers as a supplement to traditional classroom basic skills training. Objectives were to determine whether this supplemental home-based computer education could shorten the time needed for factory workers to attain a desired level of reading competency and to determine whether other family members would perceive this learning system to be of value.

R1E JAN 1993

Fifty-three Motorola, Inc. employees were issued computers for home use between August and December 1990. They received training in using them to access the NOVANET system for computer-assisted instruction. At the end of the project 40 were interviewed in groups; 17 family members were interviewed by telephone. Statistical analyses included reviewing employee and family data for patterns of computer usage. Thirty SALSA participants were paired with a control group of employees who received conventional instruction. These pairs were pre- and post-tested on the Tests of Adult Basic Education reading competency. Interviews revealed that employees in the experimental group and their families believed their skill and knowledge levels had increased. Critical variables affecting home-based computer use included perceived problems with initial training, hardware, and software; system downtime; and lack of clearly defined goals and objectives. Statistical analyses indicated greater gains for SALSA participants, but the gains were not statistically significant. (Appendixes include interview questions and answers and NOVANET course descriptions.) (YLB)

**ED 348 522** CE 061 743

**Parker, Gay E.**  
**Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.**

**Pub Date—92**  
**Note—87p.; Ed.D. Practicum report, Nova University.**

**Pub Type—Dissertations/Theses - Practicum Papers (043)**

**EDRS Price - MF01/PC04 Plus Postage.**  
**Descriptors—**\*Business Correspondence, \*Business Education, \*Business English, Grammar, High Schools, \*Keyboarding (Data Entry), Material Development, Program Development, Proofreading, Skill Development, Teaching Methods, Typewriting, \*Writing Skills

A practicum was designed to improve students' manual keyboarding composition skill. A program was developed to integrate the other requisite skills of well-written composition, accurate punctuation and grammar, and fastidious proofreading in a structured, progressive plan. The 25 students in the Typing I Business Fundamentals class, a keyboarding class with business applications, were in grades 10-12. To develop the manual skill, the students were dictated questions requiring one-letter response, progressing to full-paragraph responses as demonstrated each day in a 5-minute warm-up of journal writing. The students received instruction in the "7s" of writing as applied to business letters; opening, closing, and informational paragraphs; re-writing poorly written letters; and practice in punctuation, grammar, and proofreading techniques. Actual business situations were used along with cooperative teaching techniques and writing games. Pretest and posttest evaluations revealed substantial improvement in written composition, punctuation and grammar, and proofreading. Each student was able to master the manual composition keyboarding skill to the extent of comfortable enjoyment and good content productivity. (Appendixes include a list of 26 references, composition pretest/posttest, writing assessment checklist, proofreading pretest/posttest, and grammar and punctuation pretest/posttest.) (Author/YLB)

**ED 348 523** CE 061 744

**Decoster, Yves.**  
**Women and Vocational Training: Bibliography - Femmes et formation professionnelle: Bibliographie.**

European Centre for the Development of Vocational Training, Berlin (Germany).

**Report No.—ISBN-92-826-3129-X**  
**Pub Date—91**

**Note—228p.; Light type on some pages may not reproduce well.**

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-71-91-946-2A-C).

**Language—English; French; German**  
**Pub Type—Reference Materials - Bibliographies (131) - Multilingual/Bilingual Materials (171)**

**EDRS Price - MF01/PC10 Plus Postage.**

**Descriptors—**Developed Nations, Educational Policy, Educational Practices, \*Equal Education, Females, Foreign Countries, \*Job Training, Postsecondary Education, Secondary Education, Sex Fairness, \*Vocational Education, \*Womens Education

**Identifiers—**\*European Community

This annotated bibliography on women and vocational training was compiled through a search of the database on vocational training in the European Community and its member states. Key words used in the search were "woman," "equality," and "vocational training." The database contains references to books, periodical articles, legislation, and other published material, selected either by CEDEFOP (European Centre for the Development of Vocational Training) or by the members of the Documentary Information Network. The 465 items listed in this bibliography were published between 1985 and 1990. They are organized into the following categories: (1) the 12 community countries (Belgium, Denmark, France, Federal Republic of Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, and the United Kingdom); (2) European Economic Community and CEDEFOP; (3) the United States and other countries; and (4) the International Labour Office and the Organisation for Economic Cooperation and Development. Each entry contains information on author, type of publication, title, publisher, city of publication, date, number of pages, index terms (key words), and an abstract. All keywords are in English; however, many of the abstracts are in French and/or German only. (KC)

**ED 348 524** CE 061 745

**Bergner, Siegfried And Others.**  
**Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.**

European Centre for the Development of Vocational Training, Berlin (Germany).

**Report No.—ISBN-92-826-3637-2**  
**Pub Date—91**

**Note—125p.**  
Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-60-91-539-EN-C).

**Pub Type—Reports - Research (143)**  
**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—**\*Continuing Education, \*Corporate Education, Definitions, Developed Nations, \*Educational Benefits, \*Educational Finance, \*Educational Trends, Foreign Countries, \*On the Job Training, Postsecondary Education

**Identifiers—**\*Germany

This report summarizes a study of the continuing training system for workers in Germany. It describes the instruments that have been developed in Germany for the organization and provision of continuing training, the groups of people concerned, and the costs involved. After defining continuing training and explaining its place within the overall system of vocational training in Chapter 1, the study considers four aspects in the following chapters. It begins by discussing the organization (the legal foundations and control mechanisms) of the employer-sponsored continuing training sector in Chapter 2. The main part of the study, summarized in Chapter 3, provides a quantitative overview of the whole continuing training sector and considers the availability and quality of data on this sector. The description of continuing training structures covers providers, objectives, contents, and participants. This is followed by a chapter on the cost and financing of continuing training. The final chapter considers a number of specific aspects and problems, such as the effects of demographic trends, problems relating to data collection, the integration of general and vocational continuing training, polarization tendencies throughout the system, and the measurement of efficiency in continuing training. The study includes 30 figures and 17 references. (KC)

**ED 348 525** CE 061 746

**Wollschlaeger, Norbert, Ed.**  
**Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.**

European Centre for the Development of Vocational Training, Berlin (Germany).

**Report No.—ISBN-92-826-3420-5**  
**Pub Date—Mar 91**

**Note—117p.; Projects in this report were given financial assistance from the Federal Ministry of Education and Science, Germany.**

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-72-91-625-EN-C).



Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Continuing Education, Developed Nations, Developing Nations, Economics, Educational Finance, \*Educational Policy, \*Educational Practices, Foreign Countries, Government Role, Institutional Cooperation, \*International Cooperation, Job Training, Management Development, \*On the Job Training, Postsecondary Education, Semiskilled Occupations, Unskilled Occupations, Vocational Education, Womens Education

Identifiers—\*Europe (East), \*Europe (West)

The proceedings of the congress include the following workshop summaries: "Continuing Education and Training (CET) and Society" (Sellin); "The Social Dialogue" (Smith); "The Role of the Social Partners in Vocational and Further Training in Denmark" (Jensen); "Problems of Vocational Training in the Period of Transition to the Market Economy" (Csako); "Potential for Institutionalising and Formalising Cooperation between the Social Partners on Vocational Training" (Meghna); "CET and Society" (Kuda); "CET of Management Staff" (Standke); "CET for Managers in Europe" (Hummel); "Perspectives and Forms of Effective CET of Polish Management Staff" (Dworzecki); "Establishment of the Timisoara Institute of Management (Romania)" (Wisson); "Improved Qualification of Managerial Staff in Bulgaria" (Egeniev); "Training Instead of Dismissal" (Makedonska, Soos); "Problems of Continuing Training in the Activity of the Employment Service" (Novikova); "Work-oriented Learning" (Stotzel, Schmidt); "Qualification Strategies for Women at Work and the Re-integration of Women into Working Life" (Prosel); "Integrated CET Programmes at Municipal Level" (Oels, Vogel); "Project-Pedagogics Approach in Training Schemes for Youth and Adults" (Vassileff); "Integrated Projects in CET" (Delatour); "Work, Ecological Crisis, Continuing Vocational Education and Training" (Knapp, Riesberg); "Environmental Destruction" (Mackwitz); "Environmental Protection and the Workplace" (Bresso); "The Biosphere, the Technosphere and Society" (Balogh); "Psychological Problems Arising from Radical Structural Changes in the Former German Democratic Republic" (Maz); "Learning Process as Part of the Joint Ventures in Poland" (Dyrchak); "Course in Entrepreneurship and Market Economy for Estonian Decision-Makers" (Hedlund); "Challenges to the Qualification of the Workforce in the Transition from the Planned to the Market Economy" (Butler); "IFG Projects in Central and Eastern Europe" (de Zitter); "Open and Flexible Distance Education and Training in Europe" (d'Azevedo); "New Methods, Old Practices" (Curran); "New Media in European CET" (Nickelmann); "Access as a Key Concept for Policies to Develop Open and Distance Learning throughout Europe" (Dondi); and "The Programme, Finish Your Schooling, Now Is the Time" (Anglaril). (KC)

ED 348 526 CE 061 747

Dupont, Georges. Reis, Fernanda.

Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.

European Centre for the Development of Vocational Training, Berlin (Germany).

Report No.—ISBN-92-826-3150-8

Pub Date—91

Note—84p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-72-91-003-EN-C).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Certification, \*Corporate Education, Developed Nations, \*Educational Policy, \*Employer Attitudes, \*Employer Employee Relationship, Foreign Countries, Job Skills, \*Labor Force Development, \*On the Job Training, Postsecondary Education, Unions

Identifiers—Belgium, \*Europe, France, Netherlands, Spain, United Kingdom

A study examined employee training policies and their implementation in four or five large companies in five countries (Belgium, Spain, France, the Netherlands, and the United Kingdom). Data were gathered through interviews by an expert in each of the countries using an interviewer's guide developed for the project (resulting in approximately 30 case studies), and through previous research in the countries. Some of the results of the survey were the following:

(1) training is becoming more important in strategic planning; (2) training decisions are being made at the highest levels of management; (3) training plans are usually medium-range-about 3 years; (4) most training was still being given to the managerial staff and the "hard core" of the work force, although some evidence pointed to training being made available to the lowest grades of workers; (5) unions usually did not play much of a role in training-planning for training was between management and individual workers; (6) continuing training involved work organization and content, mobility, and pay; (7) types of training identified include technical, general, and social skills training; (8) certification of workers for completion of training courses or skills acquisition is sometimes used as an incentive, although it has some disadvantages to employers; (9) little importance was given to evaluation of individuals completing training projects; (10) training models included training provided by a company department, training partly inside and partly outside a company, and all outside training; and (11) all training studied was paid for by the employers, but there is increasing pressure for training to be paid for by workers or by the state. (Appendixes include an interviewer's guide, company profiles, and a chart of continuing training policy and its implementation in the five countries.) (KC)

ED 348 527 CE 061 748

Fotopoulos, K. Manolopoulos, N.

Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.

European Centre for the Development of Vocational Training, Berlin (Germany).

Report No.—ISBN-92-826-1784-X

Pub Date—91

Note—107p.

Available from—UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-59-90-839-EN-C).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Clothing, Developed Nations, \*Educational Needs, Fashion Industry, Foreign Countries, \*Job Training, \*Manufacturing, \*Middle Management, Postsecondary Education, Technical Education

Identifiers—\*Greece, \*Textile Industry

A case study of 16 companies in the Greek textile and clothing industry elicited the training needs of the industry's middle managers. The study concentrated on large and medium-sized work units, using a lengthy questionnaire. The study found that middle managers increasingly need to solve problems and ensure the reliability of new equipment and that to do so they need an adequate overall knowledge of the machinery and a theoretical background. Training on Greek textile machinery is often provided by foreign firms who supply the machinery, either in the Greek plant or abroad. However, Greek middle managers need greater technical background in order to benefit from such training and to provide assistance to the employees under them. Middle managers, therefore, need an overall picture of production and production procedures, thorough knowledge of the mechanical equipment, and knowledge of accounting and the organization of production. Some firms are trying to decentralize and delegate more tasks to middle managers, requiring them to understand how their areas affect the whole company. Few technical schools have effective links with manufacturers, so their graduates are not adequately trained. Better links between manufacturers and technical colleges and better equipment for the colleges would improve the training of middle managers. (Appendixes to the report contain 14 case studies and the project questionnaire.) (KC)

ED 348 528 CE 061 749

Assessing Special Populations in Vocational Programs. Annotated Resource List.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 92

Contract—V051A80004-92A

Note—22p.; Compiled by the Technical Assistance for Special Populations Program (TASPP), University of Illinois.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-425:

52).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, Bilingual Students, Educational Resources, High Risk Students, Hispanic Americans, Job Skills, Learning Disabilities, Limited English Speaking, Measures (Individuals), Physical Disabilities, Pregnancy, Program Evaluation, Secondary Education, Special Education, \*Special Needs Students, \*Vocational Education

This resource list is for practitioners who have limited time to obtain program assessment resources necessary for program improvement. The list includes 33 references, 6 educational information centers/services, and 1 organization that can provide practitioners with this information. Address/contact and price information is included for each listing along with resource descriptions. (NLA)

ED 348 529 CE 061 750

Integration of Academic and Vocational Education. Annotated Resource List.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 92

Contract—V051A80004-92A

Note—19p.; Compiled by the Technical Assistance for Special Populations Program (TASPP), University of Illinois.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-442: 52).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Education, Educational Change, Educational Resources, Information Services, \*Integrated Curriculum, Job Skills, Secondary Education, Thinking Skills, \*Vocational Education

Requirements to integrate academic and vocational education in the 1990 Carl D. Perkins Vocational and Applied Technology Education Act are intended to achieve widespread changes and improvements in the field in a short time frame. This resource list supports the efforts of those educators working to enhance vocational education students' learning and thinking skills. It contains descriptions of relevant publications, organizational programs, and clearinghouses. Address/contact and price information is included for each print listing. Nineteen references, three newsletters, two organizations, and nine centers for education/information services are included. (NLA)

ED 348 530 CE 061 751

Tech Prep. Annotated Resource List.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 92

Contract—V051A80004-92A

Note—13p.; Compiled by the Technical Assistance for Special Populations Program (TASPP), University of Illinois.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-452: 51).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Apprenticeships, \*Articulation (Education), Cooperative Education, Educational Planning, Educational Resources, High Schools, Information Services, Postsecondary Education, Program Improvement, Two Year Colleges

Identifiers—\*Tech Prep

This annotated resource list consists of print materials, educational information centers/services, and organizations providing practitioners with information on Tech Prep resources for program improvement. Each listing includes some or all of the following: title, author(s), publisher, address/contact, description, pages, and cost. Ten references, three newsletters, two organizations, and three centers for education/information services are

listed. (NLA)

**ED 348 531** CE 061 752

*Hebner, Amy And Others*

**Career Magnets: Interviews with Students and Staff.**

National Center for Research in Vocational Education, Berkeley, CA.

Spans Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 92

Contract—Y051A80004-91A

Note—104p.; For a related document, see ED 344 064.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-386:56).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Academic Education, Administrator Attitudes, \*Career Education, College Preparation, Demonstration Programs, \*Educational Benefits, Educational Innovation, Educational Research, High Schools, Interviews, Magnet Schools, \*Program Effectiveness, Student Attitudes, Teacher Attitudes, Vocational Education, \*Work Ethic

Identifiers—\*Career Magnet Schools, New York City Board of Education

Seventy students and 62 teachers and administrators in New York City career magnet and comprehensive schools were interviewed to learn why the career magnets were successful. A statistical analysis of student outcome data for the interview sites verified they were at least as effective as the typical magnet school. Interviews with students revealed benefits, complaints, and career magnet versus comprehensive high schools. Interviews also explored ways in which adolescents expressed attitudes toward a work ethic and the way attitudes toward work were affected by attitudes toward marriage and family. Results of the study indicated the following: (1) students developed a more optimistic future outlook as a result of receiving career training and developed a strategy of "parallel career planning"; (2) the schools taught a work ethic to help students succeed in adult life; (3) students both obtained a career-related education and retained ambitions for college; and (4) students were often placed in new peer groups that were sources of positive values. Faculty members were enthusiastic and worked hard, but schools could not provide all the help low income and minority students needed, especially with job knowledge. Both comprehensive schools and magnet schools lack enough career guidance, and career magnets do not do as good a job of educating students with poor academic records as they do average students. (Contains 27 references.) (YLB)

**ED 348 532** CE 061 754

*Baird, Irene C.*

**How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study.**

Pub Date—Oct 91

Note—23p.; A paper based on this document was presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, Canada, October 1991). For a related document, see CE 061 755.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Students, Blacks, \*Communication Skills, Computer Science Education, Displaced Homemakers, \*Educational Attitudes, English (Second Language), \*Females, Literacy Education, Low Income, One Parent Family, Postsecondary Education, Reentry Workers, \*Student Attitudes, \*Welfare Recipients, Womens Education

Identifiers—African Americans, PROBE Program

Four African-American women, participants in PROBE (Potential Reentry Opportunities in Business and Education), a program to prepare low-income women in Pennsylvania for jobs through computer and communications skills training, were interviewed about their attitudes toward learning. The four were single-parent welfare recipients in their late 20s or early 30s. The women expressed frustration about their early learning experiences. They said they had experienced racial prejudice and lack of motivation from teachers. They also wished

they had listened sooner to others about the importance of education. Several of the women were now motivated to continue their education in order to set an example for their children. They hoped to learn how to use computers as a method of obtaining a good-paying job. They were surprised, however, at the necessity of studying communications skills, although they appreciated them. They disliked the reading component of the program. Evaluation of the program resulted in recommendations for increasing the self-paced method of studying and in continuing individual contact with participants to improve their sense of self-esteem and motivate them to complete the program. (KC)

**ED 348 533** CE 061 755

*Baird, Irene C. Towns, Kathryn*

**Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program.**

Pub Date—[91]

Note—11p.; For a related document, see CE 061 754.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Communication Skills, \*Computer Science Education, Displaced Homemakers, English (Second Language), \*Females, \*Literacy Education, Low Income, \*One Parent Family, Postsecondary Education, Reentry Workers, \*Welfare Recipients, \*Womens Education

Identifiers—\*PROBE Program

PROBE (Potential Reentry Opportunities in Business and Education), a program conducted in Harrisburg and Lebanon, Pennsylvania, incorporated technological training with effective communication skills preparation for single female welfare parents. Goals of the program were to provide 20 single-parent welfare women with marketable computer and communication skills to enable them to gain entry-level positions paying at least \$6.50 per hour and to provide employers with productive, competent employees. Funding was provided by a variety of state education and labor agencies during the 3 years of the program. Classes were held at the Penn State Harrisburg campus from September through May. In the computer segment, participants met with trainers 2 days weekly and learned DOS, word processing, Lotus, database use, and desktop publishing. The communications skills model evolved over the years, with a basic grammar text, individual attention, and a focus on standard English in the classroom for letters, memos, and reports and on telephone skills. In the third year, the learners created their own text instead of using the grammar book, and a reading segment was added. Before completing the program, the women prepared resumes and practiced interviewing skills. In the first year, 18 of the 20 women successfully completed the program and were employed. In the third year, however, the percentage of welfare recipients in the program increased to 90 percent, and there was a more uneven mix of skill levels. The PROBE program was judged to be effective in preparing low-income women for work and job advancement through improvement in communication skills. (KC)

**ED 348 534** CE 061 757

**Case Management in Maryland's Tomorrow.**

Maryland State Dept. of Education, Baltimore.

Pub Date—Oct 91

Note—46p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Counseling Services, \*Counseling Techniques, \*Dropout Prevention, Employment Potential, Guidelines, \*High Risk Students, Job Skills, \*Program Implementation, \*Pupil Personnel Services, Pupil Personnel Workers, \*School Counseling, Secondary Education

Identifiers—Marylands Tomorrow Projects

Case management is an essential component of Maryland's Tomorrow projects. Case management is a client-centered, goal-oriented process for assessing the needs of an individual for particular services and assisting the client to obtain those services. Under Maryland's Tomorrow projects, a case manager develops a plan of service with an at-risk student, identifies the responsibilities of the student, and is responsible for finding and implementing all the resources needed to meet the training, education, support, and other needs of the student. Some of the actions required of case managers are as follows: (1)

encourage parents to become involved in their children's education; (2) help students set realistic goals; (3) help students develop their own plan of action for achieving goals; (4) help students gain access to the services and resources they need to reach their goals; and (5) help students to gain access to services outside the school. The case management program can include techniques such as assessment, contracts, progress reports, weekly assignment sheets, and parental involvement. (Appendixes, which make up about two-thirds of the report, include forms for assessments, contracts, progress reports, weekly assignment sheets, and parental involvement derived from Maryland's Tomorrow projects.) (KC)

**ED 348 535** CE 061 760

*Becken, Lois A. And Others*

**Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?**

National Center for Research in Vocational Education, Berkeley, CA.

Spans Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 92

Note—3p.

Journal Cit.—NCRVE Professional Development Bulletin; v1 n1 Sep 1992

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cooperation, \*Demonstration Programs, Elementary Secondary Education, \*Inservice Teacher Education, \*Professional Development, Teacher Attitudes, \*Teacher Improvement, \*Teaching Conditions, Teleconferencing

Identifiers—\*Teacher Collaboration

Research reports show that in many schools, teachers are isolated and have little chance for professional collaboration with fellow teachers. However, research also demonstrates that when teachers collaborate, instruction improves. Seven examples of teacher collaboration throughout the United States show how collaboration can be implemented and how it can be beneficial: (1) a memo board in the teachers' workroom; (2) voluntary teacher-student "conversations"; (3) common planning times; (4) summer teacher internships; (5) paraprofessionals assuming nonteaching responsibilities to free teachers for collaboration; (6) English and business collaboration in desktop publishing of student newsletters; and (7) a summer workshop to upgrade vocational subjects with applied academics. (KC)

**ED 348 536** CE 061 761

**GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate of the Congressional Budget Office.]**

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Report No.—House-R-102-751-Pt-1

Pub Date—29 Jul 92

Note—36p.; Submitted by Representative G. V. Montgomery.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Attitudes, \*Federal Legislation, \*Federal Programs, Higher Education, Postsecondary Education, \*Program Improvement, \*Veterans Education

Identifiers—Congress 102nd, \*GI Bill, Proposed Legislation

This document is a committee report on H.R. 5087, a bill to improve veterans' education assistance programs, which the committee recommended unanimously to approve as amended. Some of the major provisions of the bill are the following: (1) change the requirements that military personnel complete high school equivalency degree requirements before leaving active duty, to completion within 12 months of enactment of the bill, whether an individual is on active duty or not, in order to become eligible for Montgomery GI Bill benefits; (2) make short periods of active duty irrelevant to longer periods of subsequent enlistment; (3) bar payment of education benefits to an individual for training paid for under the Government Employees Training Act; (4) require that programs certify the enrollment, attendance, and course of study of attendees; (5) limit approval of independent study; (6) make class time requirement changes; and (7) extend eligibility for certain persons. This report summarizes the major provisions of the bill, provides the

## 14 Document Resumes

language of the amendments, provides background and discussion of the bill, offers a section-by-section analysis, and includes the viewpoint of the Department of Defense. (KC)

**ED 348 537** **CE 061 762**

**Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois).**  
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.  
Report No.—ISBN-0-16-038888-0  
Pub Date—2 Mar 92

Note—64p.; Serial No. 102-93. Several pages of testimony will photocopy poorly.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adolescents, Adults, Economic Development, \*Employment Problems, \*Employment Programs, \*Federal Legislation, \*Federal Programs, Hearings, \*Job Development, Job Skills, Job Training, \*Unemployment.  
Identifiers—Congress 102nd, Illinois (Chicago)

This document records the oral and written testimony of persons participating in a U.S. House of Representatives hearing on employment and training needs during the current recession. Testimony was given by leaders of youth education and jobs programs, congressional representatives, a college president, and several unemployed workers. Witnesses said that the recession has hit the country very hard, that millions of good jobs have been lost and will not be restored, and millions of people are likely to remain unemployed. Job losses have affected all sectors of the economy, white collar as well as blue collar. Some witnesses supported education and employment programs, such as those authorized in H.R. 4122, which would create jobs to rebuild the public infrastructure, and H.R. 4175, which would set aside funds for public works projects that would in turn create jobs. Recommendations were also made for improving jobs and education programs for poor and minority group youths. (KC)

**ED 348 538** **CE 061 763**

**Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology, U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991).**  
Congress of the U.S., Washington, D.C. House Committee on Science, Space and Technology.  
Report No.—ISBN-0-16-037443-X  
Pub Date—92

Note—335p.; Contains some small type that may not reproduce well.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Community Colleges, \*Federal Legislation, Hearings, \*Labor Force Development, \*Manufacturing, Postsecondary Education, \*Productivity, Secondary Education, \*Technical Education, \*Technological Advancement  
Identifiers—Congress 102nd

This document records the oral and written testimony given at a U.S. House of Representatives subcommittee hearing on technical training and productivity. Witnesses who provided testimony included an official of the National Science Foundation, several administrators of manufacturing companies, a representative of community colleges, and representatives of the U.S. Departments of Commerce, Labor, and Education. Witnesses testified about the need for better educated workers now and in the future, and they described programs in community colleges and manufacturing that have been training employees successfully and raising productivity. In general, most witnesses supported H.R. 2936 and H.R. 3507, which would create technical education centers and improve the technical training of youths and adult employees. Many of those who testified stressed the need to educate and

train those youths who do not go to a four-year college so that they will have the flexibility and the skills to compete in the work force of the future. Most of the discussion focused on technical skills and higher-level reading skills, rather than on basic literacy education. (KC)

**ED 348 539** **CE 061 764**

**Job Training and Basic Skills Act of 1992, Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.**  
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.  
Report No.—Senate-R-102-264  
Pub Date—25 Mar 92

Note—167p.

Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Basic Skills, \*Disadvantaged, Eligibility, \*Employment Programs, \*Federal Legislation, \*Federal Programs, Job Skills, \*Job Training, Postsecondary Education, Program Improvement, Services, Skill Development  
Identifiers—Congress 102nd, \*Job Training Partnership Act 1982 Title IIA, Proposed Legislation  
This document reports the text and analysis of the proposed Job Training and Basic Skills Act of 1992.

The purpose of the act is to provide improved job training and education services to economically disadvantaged persons most in need of assistance. The act would maintain the federal-state-local partnership of the Job Training Partnership Act, while making changes in the program's eligibility rules to target services to those persons facing serious and multiple barriers to employment, with increased emphasis on long-term retention in employment. This report summarizes the legislation; provides its history and background; states the views of the agencies involved; provides a cost estimate and a regulatory impact statement; includes a section-by-section analysis to the bill; and supplies committee views, additional views, and necessary changes in existing law. (KC)

**ED 348 540** **CE 061 767**

**Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.**

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-92-124

Pub Date—Jun 92

Note—42p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first copy free; additional copies \$2 each; 100 or more: 25% discount).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, Compliance (Legal), \*Cooperative Programs, \*Coordination, \*Employment Programs, \*Federal Programs, Institutional Cooperation, \*Job Training, Outcomes of Education, Postsecondary Education, Program Effectiveness, Program Improvement, \*Services  
Identifiers—\*Job Training Partnership Act 1982 Title IIA

An assessment was made of the extent to which participants enrolled in programs funded by Title IIA of the Job Training Partnership Act (JTPA) receive support services that enable them to attend training. Specifically, the study sought to determine the following: (1) the extent of participant support that local JTPA programs provide; (2) the relationship between such support and program participants' success; and (3) the degree to which support is provided through coordination arrangements with other sources. A mailed questionnaire was used to survey all 628 JTPA service delivery areas (SDAs), with an 89 percent response rate, and 5 SDAs were visited. Analysis of survey data showed that SDAs spent about 9 percent of their JTPA Title IIA funds for participant support, although some of this money was actually used for work experience, which does not facilitate access to training. In the five SDAs studied, about 20 percent more single parent participants who received one support service (child care) completed the program and/or found jobs than did single parents who did not receive child care. About half the SDAs responding to the survey had coordination agreements with other agencies to provide some supportive services. Recommendations were made that the Labor Department provide guidance to SDAs on how to obtain funds for supportive services and how to enhance

the services through coordination with other agencies. (The report includes 15 tables and 14 figures.) (KC)

**ED 348 541** **CE 061 770**

**DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate.**

General Accounting Office, Washington, D.C. National Security and International Affairs Div.

Report No.—GAO/T-NSIAD-92-41

Pub Date—2 Jun 92

Note—14p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first copy free; additional copies \$2 each; 100 or more: 25% discount).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Civil Rights, Females, Higher Education, \*Military Training, \*Minority Groups, \*Sex Bias, \*Sexual Harassment, \*Student Attitudes  
Identifiers—\*Air Force Academy CO, \*Military Academy (West Point) NY, Naval Academy MD  
Preliminary results of ongoing reviews of student treatment at the U.S. Military Academy, the U.S. Naval Academy, and the U.S. Air Force Academy show the following: (1) hazing has not completely disappeared from the academies, despite prohibitions against it; (2) women and minorities have not reached the same level of achievement as white males in a number of areas, although no deliberate or systematic efforts to treat them differently have been found; (3) sexual harassment occurs more frequently than is reported; (4) although both men and women believe that reports of harassment will be investigated and offenders punished, there are significant negative consequences to reporting it; (5) military performance systems could be improved through elimination of subjective elements; and (6) academy adjudicatory systems provide the minimum due process rights stipulated by the courts and some additional rights, with limitations. (KC)

**ED 348 542** **CE 061 771**

**The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.**

National Education Goals Panel, Washington, DC. Spons Agency—Department of Education, Washington, DC.

Pub Date—31 Jul 92

Note—24p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Economic Development, Economic Research, Economic Status, \*Education Work Relationship, Foreign Countries, Global Approach, \*Job Skills, Job Training, \*Labor Force Development, \*Outcomes of Education, Postsecondary Education, \*Research Needs, Secondary Education, Skilled Workers  
Identifiers—\*National Education Goals 1990

National Education Goal 5 states that by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. To date, education reform has focused on international competition and the need for a skilled work force in order to compete without lowering the U.S. standard of living. However, there has been no research that shows that the skills of U.S. workers are actually lower than those of workers in other countries or, if they are, what difference it makes in this country's ability to compete. Research is proposed to find out what is needed to be known to compare skills. That research would include a definition of basic literacy; the amount of occupation-specific skills possessed by the U.S. work force and how they compare to those of other nations' workers; workers' values, beliefs, and attitudes; workers' opportunity to develop skills; how work is organized; and what difference skills make and why. Data for this research could be reported for the first time in fall 1992, providing a baseline for the trend data in future reports. In future years, the United States could use several major international studies currently being organized and sponsored by organizations such as the World Bank, the Educational Testing Service, and the Organization for Economic Cooperation and Development. The United States could also



stage a research program for the next 3-5 years to answer questions about workers' skills and their effect on economic productivity. A budget for such a research program would be about \$1 million per year. (KC)

**ED 348 543** CE 061 775

**Technical and Adult Education Review.**  
West Virginia State Dept. of Education, Charleston.  
Pub Date—[92]  
Note—47p.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—\*Adult Education, Agricultural Education, Allied Health Occupations Education, Annual Reports, Business Education, \*Demonstration Programs, Faculty Development, Federal Legislation, Home Economics, Industrial Education, Marketing, Postsecondary Education, Program Descriptions, Secondary Education, State Legislation, \*State Programs, Statewide Planning, Technical Education, Technology, \*Vocational Education

Identifiers—Tech Prep, \*West Virginia

This annual review is a synthesis of the West Virginia Division of Technical and Adult Education Services programs and plans at the conclusion of fiscal year 1991. It begins with letters from the State Superintendent of Schools and Assistant State Superintendent. West Virginia Board of Education mission and goals and the division's programmatic and instructional goals follow. A series of 12 exemplary programs are then described. The selection process and rigorous criteria associated with the West Virginia Vocational School of Excellence award is described, and the vocational technical students in the West Virginia Governors' Honors Academy are designated. The next section details instructional programs to help students succeed. These vocational education areas are represented: agricultural, business, consumer and homemaking/occupational home economics, marketing, diversified cooperative training, technology, health occupations, and industrial and technical. The following and largest section describes special programs, projects, and services to help students succeed, including personnel development activities. The concluding component of the review is an item-by-item depiction of vocational enrollments and vocational placements. (YLB)

**ED 348 544** CE 061 776

**Brett, Leslie J. And Others**  
**Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.**

Vocational Equity Research, Training and Evaluation Center, Hartford, CT.

Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.

Pub Date—Oct 91

Note—43p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, \*Educational Discrimination, Enrollment, Equal Education, \*Ethnic Groups, Females, High Schools, \*Nontraditional Occupations, \*Racial Discrimination, Role of Education, Sex Discrimination, \*Sex Fairness, State Surveys, Statewide Planning, \*Vocational Education

Identifiers—\*Connecticut

This report describes the status of gender and race/ethnicity enrollments in vocational programs in Connecticut's comprehensive high schools. Data are based on a sample of nine representative schools in urban, rural, and suburban communities. Enrollment data for the 1988-89 school year are from the State Department of Education and represent eight vocational programs. The report consists of five major sections. Section A describes the gender distribution in all vocational programs in the schools combined to create a baseline for comparison. Section B describes enrollments of males and females by vocational program in each school. Section C describes the gender distribution of students by racial/ethnic classification in vocational programs in the urban, rural, and suburban schools. Section D describes enrollments of females by racial/ethnic classification in vocational programs in the sample schools. Section E discusses these findings: females are still marginalized in occupations traditional for their gender; gender distributions are generally the same across racial/ethnic classifications based on a

comparison of urban, suburban, and rural schools; and females are segregated in traditional occupations for their gender regardless of racial/ethnic classifications. (Twenty charts are provided. Appendixes include a graph showing racial/ethnic distributions of students, vocational program descriptions, and socioeconomic data for districts represented in the sample schools.) (YLB)

**ED 348 545** CE 061 777

**Goldsmith, Diane J. And Others**

**It's Our Shop, Too! A Study of Students in Nontraditional Occupations in Connecticut's Vocational-Technical Schools.**

Vocational Equity Research, Training and Evaluation Center, Hartford, CT.

Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.

Pub Date—May 91

Note—63p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Access to Education, Classroom Techniques, Course Selection (Students), \*Educational Discrimination, Equal Education, Females, High Schools, Males, \*Nontraditional Occupations, Peer Influence, Role of Education, Sex Discrimination, \*Sex Fairness, Sexual Harassment, State Surveys, Statewide Planning, Student Attitudes, \*Student Educational Objectives, Student Interests, Student Motivation, Teacher Attitudes, Teaching Methods, \*Vocational Education

Identifiers—\*Connecticut

A total of 146 students enrolled in 21 programs in 11 vocational-technical (VT) schools participated in a 9-month qualitative study. Focus group interviews were conducted throughout Connecticut; all interviewees were students enrolled in shops nontraditional for their gender. Females reported four reasons for attending a VT school: family legacy, alternative to comprehensive high school, desire to learn a trade, and influence of teachers and guidance counselors. Factors that influenced their trade choice varied widely among the schools. Comments about peer attitudes and treatment by teachers ranged from positive to negative. Many females described graphically the harassment in school shops. Some articulated concerns about careers in nontraditional occupations. Some teachers of females said they had adjusted teaching styles to accommodate girls; others were not comfortable with girls in their classes. Few males entered vocational shops nontraditional for their gender. They reported varying reasons for choice of VT schools, supportive teachers, and male peer pressure. Teachers of males were generally supportive of males and commented that females accepted boys in nontraditional classes. Action strategies were recommended to improve recruitment and peer interactions, minimize harassment, promote equality in the shop environment, and promote a gender-fair learning environment. (Appendixes include a list of field sites and interview guides.) (YLB)

**ED 348 546** CE 061 778

**Strategies for Success: Recruiting Students into Nontraditional Programs.**

Vocational Equity Research, Training and Evaluation Center, Hartford, CT.

Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.

Pub Date—Dec 89

Note—9p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Community Involvement, Females, Grade 8, Grade 9, Inservice Education, Junior High Schools, Males, Mass Media, \*Nontraditional Occupations, \*Parent Participation, \*Publicity, Public Relations, \*Sex Fairness, Staff Development, State Programs, \*Student Recruitment, Vocational Education, Vocational Schools

Identifiers—\*Connecticut

This guide is designed as an outline of strategies and activities that could be implemented to encourage students to enter nontraditional occupations. The information and ideas are intended for use by teachers, counselors, and administrators at all educational levels to promote equal and full participation of students in Connecticut's vocational-technical education system. Users are encouraged to customize the techniques to meet their particular educational needs and circum-

stances. The guide is divided into four sections. Each section provides strategies that have applicability for select audiences or target populations. "Recruitment Activities for Students" contains activities to encourage eighth-grade students in the district schools and ninth-grade students in exploratory programs at the vocational-technical schools. Strategies to eliminate potential barriers to parental involvement are offered. "Community Activities" offers techniques for encouraging community interest and involvement in the vocational schools. "Publicity and Promotional Techniques" suggests activities for use of popular media, including newspapers, television, and radio. "Personnel Activities" details activities to be used to develop an awareness among school personnel of gender equity issues. (YLB)

**ED 348 547** CE 061 779

**Lakes, Richard Pritchard, Alice M.**

**Females in Vocational Education: Reflections of the Labor Market.**

Vocational Equity Research, Training and Evaluation Center, Hartford, CT.

Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.

Pub Date—Nov 91

Note—5p.

Journal Cit—VERTEC Research Briefs; v2 n1 Nov 1991

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Education, \*Educational Discrimination, \*Equal Education, Equal Opportunities (Jobs), Females, \*Nontraditional Occupations, Role of Education, Secondary Education, Sex Discrimination, \*Sex Fairness, State Surveys, Statewide Planning, \*Vocational Education

Identifiers—\*Connecticut, \*Occupational Segregation

The fact that gender desegregation of vocational programs has not yet been achieved might be related to labor force occupational segregation by gender. Social theorists view schooling inequities as mirrors of social structure, whereby schools track students to maintain social stratification. Mirroring the labor market, education has segregated students into programs based on factors such as their class background, racial/ethnic classification, and gender. Although current enrollments of females reflect greater numbers of students in programs nontraditional for their gender, female students remain clustered in the service and clerical occupations. An examination of 1988-89 enrollments in vocational programs in nine of Connecticut's comprehensive high schools shows that they mirror national trends and have made little progress in reversing gender segregation. Follow-up data on graduates from these schools support this fact. Vocational education can empower students in traditionally female programs by providing them with knowledge about the following: (1) workplace issues that will directly affect them; (2) issues of self-esteem and identity that shape females' work lives; (3) peer relationships and managerial practices in employment settings; and (4) contemporary labor issues on pay equity and comparable worth, sexual harassment, pregnancy and child-care benefits, promotion, and career advancement. (YLB)

**ED 348 548** CE 061 780

**van den Berg, Ellen**

**Motivational Profiles of Adult Learners in Relation to Self-Directed Learning.**

Twente Univ., Enschede (Netherlands). Dept. of Education.

Pub Date—15 Apr 92

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, \*Adult Learning, \*Adult Students, \*Cognitive Style, Demonstration Programs, Educational Change, Foreign Countries, High School Equivalency Programs, \*Learning Motivation, \*Open Education, Student Attitudes

Identifiers—Netherlands

A study examined the relationship between the motives and needs of 658 adult students enrolled in a Dutch adult high school program and the curricular and instructional design of an educational reform—an open learning program. The population

was all 4,442 adult learners in 3 schools who started an open learning experiment. When the students received their schedule at the beginning of the school year 1989-90, every second or third student (n=1,530) received a questionnaire. The exploratory factor analysis found that the general and social motivation profile was far more important than the instrumental profile. Respondents participated in education again because they were interested in the subjects being taught and they liked the social contacts with peers and teachers. The majority of students chose this type of adult education because of the contacts with fellow students and support from them and teachers. Although the feasibility of an open learning system depends on the desire and ability of students to design their own learning program, most students did not have this ambition and wished to rely on the support of a fixed program guided by the teachers. A major conclusion was that just implementing an open learning program as a curriculum innovation was not enough to improve adult education because of the gap between the requirements of the program and the initial needs of the students. (Appendixes include 12 references and 3 data tables.) (YLB)

**ED 348 549** CE 061 786

**Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report.**  
Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Pub Date—Jun 92

Note—39p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Adult Basic Education, \*Classroom Environment, Classroom Observation Techniques, \*Classroom Techniques, Feedback, Formative Evaluation, Individualized Instruction, Instructional Materials, Mathematics Instruction, Media Selection, Program Effectiveness, Reading Instruction, \*Teaching Methods, \*Testing  
**Identifiers**—Saginaw City School System MI

A process evaluation was conducted to determine the status of the School District of the City of Saginaw's Adult Basic Education (ABE) program operations during 1991-92. The instrument focused on nine aspects of an ABE classroom: start of class; time spent in instruction (for three subject areas and total); modes of instruction; extent of individualized instruction; materials used; frequency and nature of feedback; disruptive behavior; classroom formality; and testing occurrence/procedures. Findings were based on observations of 23 classrooms. In most sites, classes began on time and the teacher was present before it started. Each classroom tended to offer instruction in reading and mathematics during each class session and to devote the most class time to reading. Instructors used more than one instructional method and used checking for understanding as a teaching device in the majority of lessons. Individualized instruction was also widely seen in each subject area. The large majority of reading and mathematics instruction was conducted using books/workbooks on the booklist. Positive feedback was in evidence in all sites; negative feedback was seen at only eight sites. Disruptive behavior was not frequently seen, minor in nature, and handled appropriately by the teacher. Class formality approximated the supervisor's intention. Testing was observed in 12 sites-in half, proper procedures were not used. In general, the program was operating as planned, but improvements in the areas of mathematics and Michigan Life Role Competencies instruction and testing were recommended. (The observation sheet with compiled results is appended.) (YLB)

**ED 348 550** CE 061 790

**Workplace Literacy. Project SIDE. Procedural Report.**

Alabama Southern Community Coll., Monroeville. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Aug 92

Note—34p.; Handwritten comments may not reproduce well.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Adult Basic Education, \*Adult Literacy, Community Colleges, Economic Factors, \*Job Skills, Mathematics Skills, Program Administration, \*Program Implementation, Quality Control, Teamwork, Two Year Colleges  
**Identifiers**—Alabama, Total Quality Management,

#### \*Workplace Literacy

This report describes procedures for effective development and implementation of workplace literacy programs based on the experience of a partnership among Alabama Southern Community College (Monroeville, Alabama), Boise Cascade (Jackson, Alabama), and Vanity Fair (Monroeville, Alabama). The introductory summary describes the voluntary, after-hours project to improve the basic skills of 539 workers at the two companies in job-related reading and math. Subsequent sections contain the following information: a summary of future work force needs, definition of workplace literacy, the importance of a linkage to total quality management, partner selection, program structure, program promotion, and external factors. Also included are 15 references, a promotional flier, personal profile form, and an external evaluation report. (NLA)

**ED 348 551** CE 061 798

**Job Training Reform Amendments of 1992. Conference Report To Accompany H.R. 3033. House of Representatives, 102d Congress, 2d Session.**

Congress of the U.S., Washington, D.C. House.

Report No.—House-R-102-811

Pub Date—6 Aug 92

Note—152p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC07 Plus Postage.**

**Descriptors**—Disadvantaged, Dislocated Workers, \*Federal Legislation, \*Federal Programs, \*Job Training, Labor Force Development, Welfare Services

**Identifiers**—Congress 102nd, \*Job Training Partnership Act 1982, Proposed Legislation, Service Delivery Areas

This conference report accompanying H.R. 3033 includes the Job Training Reform Amendments of 1992. This amendment to the Job Training Partnership Act improves the delivery of services to hard-to-serve youth and adults. There are seven sections in this report: (1) Job Training Partnership Requirements—general provisions, service delivery system, additional state responsibility, program requirements for service delivery areas, and federal and fiscal administrative provisions; (2) training services for the disadvantaged; (3) employment and training assistance for dislocated workers; (4) federally administered programs; (5) Jobs for Employable Dependent Individuals Incentive Bonus Program; (6) state human resource investment council; and (7) miscellaneous provisions. (NLA)

**ED 348 552** CE 061 799

**Crawford, Clarence C.**

**The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives.**

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/T-HRD-92-47

Pub Date—30 Jul 92

Note—12p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first copy free; additional copies \$2 each; 100 or more; 25% discount).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Contracts, \*Economically Disadvantaged, Employment Programs, \*On the Job Training, Problems, \*Program Administration, Program Improvement, State Agencies

**Identifiers**—\*Job Training Partnership Act 1982, Service Delivery Areas

This document contains a summary of the statement of Clarence C. Crawford, Associate Director, Education and Employment Issues, Human Resources Division of the U.S. General Accounting Office. The Job Training Partnership Act (JTPA) provides on-the-job training (OJT). Under OJT arrangements, employers provide training in a particular occupation for a specified length of time. However, a number of problems have been identified. Local service delivery areas (SDAs) are wasting JTPA funds by developing questionable OJT contracts. Many OJT contracts for lower skill occupations are for excessive periods of time. This abuse of OJT has been addressed by JTPA amendments. Both the U.S. House of Representatives and the U.S. Senate have passed bills that address question-

able OJT practices. Both bills limit the length of time OJT can be provided for a particular occupation and suggest that recognized reference materials and the participant's work experience be considered in determining the length of training. Program management problems also exist. Improper spending of JTPA funds on program administration leaves the program vulnerable to waste, abuse, and mismanagement. Finally, there is a lack of federal and state oversight. State agencies, which have primary responsibility for overseeing JTPA implementation, often failed to detect excessive or questionable OJT contracts as well as other inadequate procurement practices. The U.S. Department of Labor needs to continue monitoring program implementation. (NLA)

**ED 348 553** CE 061 800

**Cooperative Education: A Guide for Maine Cooperative Education Programs.**

Maine Association for Cooperative Education; Maine Association of Vocational Education Administrators; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education; Vocational Curriculum Resource Center of Maine, Fairfield.

Pub Date—92

Note—170p.

Available from—Vocational Curriculum Resource Center, KVTC, 92 Western Avenue, Fairfield, ME 04937 (loan copies only).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

**Descriptors**—Career Education, \*Cooperative Education, Cooperative Programs, Employment Potential, Guides, High Schools, Instructor Coordinators, Job Skills, \*State Programs, \*Work Experience Programs

**Identifiers**—\*Maine

This handbook has been compiled for coordinators of cooperative education programs at the secondary level in Maine. The handbook includes in-school classroom instruction relating to specific jobs and the world of work. Introductory material includes the Maine Association for Cooperative Education Constitution, By-Laws, and 1991 officers. The handbook contains the following 16 chapters: (1) state requirements for cooperative education programs; (2) legal information; (3) advisory committees; (4) Maine's goals for the year 2000; (5) Maine's common core of learning; (6) objectives of cooperative education programs; (7) suggested general related subject in cooperative education; (8) sample course outline for cooperative education; (9) related technical instruction; (10) job site development; (11) sample student worker evaluation form; (12) resources—19 bibliographic references, 4 miscellaneous resources, 14 films, 13 filmstrips, 11 textbooks, and 5 videocassettes; (13) directory of Maine cooperative education programs; (14) public relations; (15) suggested cooperative education enrichment activities; and (16) miscellaneous sample forms—policy agreement, verification of student insurance coverage, parent permission form, parent permission slip, application and personal data sheet, weekly hours and activity sheet, and instructor permission/release form. (NLA)

**ED 348 554** CE 061 801

**Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning.**

National Governors' Association, Washington, D.C.

Spons Agency—William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.

Report No.—ISBN-1-55877-159-X

Pub Date—92

Note—65p.

Available from—National Governors' Association, 444 North Capitol Street, Washington, DC 20001-1572.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Access to Education, Accountability, Adult Programs, Adult Vocational Education, Career Development, Cooperative Programs, \*Coordination, \*Demonstration Programs, Government Role, Higher Education, Inplant Programs, \*Job Training, \*Labor Force Development, \*Lifelong Learning, Retraining, Role of Education, Secondary Education, \*Skill Development, Skill Obsolescence, State Government, \*State Programs, Vocational Education  
This publication discusses reforms in lifelong



learning undertaken in the 11 states represented on the National Governors' Association Action Team on Lifelong Learning. It is a catalog of initiatives to create greater opportunities for youth and adults to obtain skills needed to compete effectively in a global economy. The reforms discussed in this publication fall into four broad categories: initiatives to consolidate and strengthen policymaking for work force development programs at the state and local levels; initiatives to strengthen accountability and expand options in the preparation of young people for work and further education; initiatives to increase investments in and expand opportunities for upgrading the skills of the current work force; and initiatives to expand access to, clarify the missions of, and improve accountability in postsecondary education institutions. Part 1 addresses consumer-driven investment in work force quality in Indiana, Iowa, Kentucky, Massachusetts, New Jersey, New York, Oregon, Pennsylvania, and Wisconsin. Part 2 looks at new pathways for career development in Indiana, Iowa, Kentucky, Massachusetts, New Jersey, New York, Pennsylvania, Wisconsin, and the Great Lakes Region. Part 3 considers workplace education for adults in Iowa, Kentucky, New Jersey, Pennsylvania, South Carolina, and Wisconsin. Part 4 discusses access and accountability in higher education in Indiana, Massachusetts, Missouri, South Carolina, and Wisconsin. The name and telephone number of a contact person are provided at the end of each program description. (YLB)

ED 348 555 CE 061 802

**Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska.**

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—Jun 92

Note—63p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Blacks, Business Education, Cosmetology, Curriculum, \*Enrollment, \*Females, Hispanic Americans, \*Males, Postsecondary Education, \*Proprietary Schools, Trade and Industrial Education, \*Whites

Identifiers—\*Nebraska

A survey of 53 private career institutions in Nebraska (56 percent located in the Omaha area) revealed the following statistics for the period July 1, 1990 to June 30, 1991: (1) 9,275 students were enrolled; (2) business programs enrolled the largest percentage (35 percent) of the total student population, with business, trade, and technical programs making up 62 percent of the total student count; (3) real estate programs enrolled 14.5 percent, cosmetology—10 percent, modeling—7 percent, and health-related programs—3 percent of the reported student enrollment; (4) cosmetology had the greatest access with training given at 19 locations in 13 Nebraska communities; (5) 68 percent of the students were in the Omaha area and 25 percent were in Lincoln; (6) at least 90 percent of the students in business, cosmetology, and health programs were enrolled full time, whereas all of those in modeling and real estate were part-time students; (7) more women than men were enrolled in all the programs; and (8) about 85 percent of the students were white. (The report lists the schools surveyed and provides nine graphs showing the following: geographic distribution for private career institutions in Nebraska; programmatic distribution for the institutions; enrollment for program type, full time versus part time; program types by gender; enrollment by race or ethnic category; enrollment by age; completions by program type; completions by gender; and completions by race or ethnic category. Six tables show the same data.) (KC)

ED 348 556 CE 061 803

**Sharp, Helen. Ed.**

**The C&G Technological Baccalaureate.**

City and Guilds of London Inst. (England); City Technology Colleges Trust Ltd., London (England).

Report No.—ISBN-1-873882-02-5

Pub Date—92

Note—13p.

Available from—City Technology Colleges Trust, Ltd., 15 Young Street, London W8 5EH, England, United Kingdom (2.50 British pounds).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Students, Articulation (Education), \*Bachelors De-

grees, \*Degree Requirements, Experiential Learning, Foreign Countries, Job Skills, Nontraditional Education, Postsecondary Education, Required Courses, \*Student Certification, \*Technology, Transfer Policy, Work Experience

Identifiers—\*England, \*Technological Baccalaureate (England)

The Technological Baccalaureate (TechBac) is a new award that aims to achieve parity of status between academic and vocational qualifications in England. It is designed primarily to be awarded to people aged 18-19. The number of British students who stay in full-time education at 16 is lamentably below figures for other advanced countries. In England, 60% of children leave full-time education at 16; in Japan 4%; and in Germany and the USA about 10%. Since it is based on achievements rather than courses, evidence from different experiences, including work, can be used to satisfy its requirements. This makes the TechBac suitable for mature students. Credit can be transferred from training courses, work experience, or awards of other bodies. Units of credit obtained via assessment for TechBac can be transferred to any occupational or academic award to which they are relevant. Certification is available at three levels. It has a four-part curriculum specification, including a common core of technological and communication units. Students must complete various sections to obtain different levels of certification. Students may choose whatever emphasis—academic, technical, vocational, or artistic—is appropriate to their talents and intended occupational areas. Learning is related to the technological design process and the individual's target level of qualification; the acquisition of knowledge is always related to learning "how to." The TechBac framework draws upon existing and proposed national qualifications and provides an entry point into further education, higher education, training, or employment. (Appendixes include a list of occupational areas within the TechBac and questions and answers.) (YLB)

ED 348 557 CE 061 804

**Gillmon, Eve**

**Keyboard Proficiency: An Essential Skill in a Technological Age. Number 2.**

City Technology Colleges Trust Ltd., London (England).

Report No.—ISBN-1-873882-01-7

Pub Date—Sep 91

Note—39p.

Available from—City Technology Colleges Trust, Ltd., 15 Young Street, London W8 5EH, England, United Kingdom (7.50 British pounds).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Education, Computer Oriented Programs, Foreign Countries, Information Systems, Job Skills, Junior High Schools, \*Keyboarding (Data Entry), \*Technological Advancement, \*Typewriting, Word Processing

Identifiers—England

A structured keyboard skills training scheme for students in England should be included within school curricula. Negative attitudes toward keyboard training prevail in schools although employers value keyboard application skills. There are several reasons why keyboard proficiency, which facilitates the efficient input and retrieval of text and data, is needed in today's technologically advanced society: inputting and extracting text and data is a fundamental part of information technology; there is a need for efficient text input skills; and these skills enable the highest standards of text presentation available. Structured training in the skill is required because touch-typing is a complex psychomotor skill; systematic teaching in schools prevents picking up bad habits. In devising a strategy to provide training in schools, several points should be considered: (1) keyboard skills should be developed and monitored so they are shared through curriculum areas; (2) teaching staff should acquire keyboard training; (3) positive images of keyboard use enhance student motivation; (4) proficiency should be developed in all students; and (5) only basic equipment is needed. (Four appendices contain reviews of keyboard training software packages, keyboard training scheme at The Thomas Telford School, some models of delivery, and institutions offering keyboard skills training for adult students. (NLA)

ED 348 558 CE 061 805

**Gillmon, Eve**

**Business Education in the Secondary School: A**

**CTC Response. Number 4.**

City Technology Colleges Trust Ltd., London (England).

Report No.—ISBN-1-873882-08-4

Pub Date—92

Note—59p.

Available from—City Technology Colleges Trust Ltd., 15 Young Street, London W8 5EH, England, United Kingdom (7.50 British pounds).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Business Education, \*Curriculum Enrichment, \*Education Work Relationship, Foreign Countries, Intermediate Grades, Lifelong Learning, Postsecondary Education, Secondary Education, Vocational Schools, Work Experience

Identifiers—England, \*National Curriculum

City Technology Colleges (CTC) in England are founded on the concept of business education and industry partnerships ensuring the integration of work and education. Secondary school business education is concerned with how business organizations function, technological problem solving, and applied skills. Business education occupies a position of low esteem in the curriculum hierarchy. Business is a defined context within Design and Technology in the National Curriculum, but opportunities for delivering business education exist on all levels. Work experience is the most common school-industry activity, but many activities enhance business education. Business-related activities need management, coordination, and resources to be a successful part of business education. A core program of business education within a broad curriculum framework is necessary for high school students. If a strong school-business relationship exists, students will be prepared for a lifetime of learning. A whole-school policy on business education is needed with implementation responsibility vested in senior management. (This document contains 4 tables, 25 references, and 4 appendices: programs of study relating to business education; key stage 3 of business education at Dixons Bradford CTC; key stage 3 of business education at Thomas Telford School; and planning business education.) (NLA)

ED 348 559 CE 061 807

**Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).**

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Pub Date—89

Note—59p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Arithmetic, Basic Skills, Citizenship Education, \*Continuing Education, Distance Education, \*Dropouts, Educational Needs, Elementary Education, Entrepreneurship, Foreign Countries, Guidelines, Health, Illiteracy, Literacy Education, \*Material Development, Mathematics Skills, \*Models, Program Design, Program Development, Program Implementation, Self Esteem, Thinking Skills, Values Education

Identifiers—\*Asia, \*Pacific Region

This report summarizes discussions of a working group meeting on the continuing education needs of early primary school leavers in Asia and the Pacific. An introduction summarizes the welcoming addresses. Chapter 1 presents highlights of experiences of these countries in providing continuing education to school leavers: Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines, and Thailand. Chapter 2 discusses the learning needs of early primary school leavers identified by the meeting: literacy, communication, and post-literacy skills; numeracy or arithmetic skills; occupational, technical, or entrepreneurial skills; values development; citizenship training; thinking skills; self-confidence or self-worth; and primary health care, hygiene, and sanitation. Areas of action to meet the learning needs of dropouts are recommended. Chapter 3 proposes four operational models for continuing education: distance education and community-based instruction model, continuing education model for early primary school leavers, community-centered model, and distance study model. Chapter 4 discusses a 10-step process for instructional materials development. Chapter 5 makes recommendations for follow-up actions at the national and regional levels. Appendixes include the follow-

ing: "A Conceptual Framework and Proposed Operational Models for Early Primary School Leavers in Asia and the Pacific" (Vichai Tunsiri); opening statement (Leonardo de la Cruz); and participant list. (YLB)

ED 348 560 CE 061 809

Hayward, Becky Jon

**Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.**

Pub Date—20 Apr 92

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Demonstration Programs, \*Dropout Prevention, Dropout Programs, Educational Improvement, Educational Planning, Educational Strategies, Federal Programs, \*High Risk Students, High Schools, \*Outcomes of Education, \*Program Effectiveness, Program Evaluation, Identifiers—\*Peninsula Academics Program, \*Project COFFEE

This paper discusses the evaluation of 4 of the 12 project sites that are participating in a U.S. Department of Education demonstration program to implement dropout prevention or reentry models that include vocational education as the key intervention strategy. The evaluation study includes the following: (1) identification of factors that affect the extent to which grantees have been able to implement the intended service design; (2) analysis of relationships between project implementation and student outcomes; and (3) consideration of the likelihood of replication of exemplary projects in other localities. Included in the paper are brief descriptions of the four projects, a discussion of the relationships between project implementation and student outcomes for the first 2 years of project operations, and observations concerning the aspects of each project that appear to contribute to positive experiences and outcomes for participants. Three of the four projects are replicating widely known dropout prevention models—two are replications of the High School/Peninsula Academics model and the third is adapting Project COFFEE (Cooperative Federation for Educational Experiences); the fourth is adapting, for at-risk youth, a National Diffusion Network-validated project (GRADS—Guidance in Retraining Adolescent Dropouts), initially developed to serve secondary students with learning disabilities. Some of the student outcomes of the projects include higher grades, more credits earned, fewer courses failed, higher feelings of school affiliation, and more positive student perceptions. Positive outcomes are attributed to alternative schools, smaller school settings, and a more supportive environment. (KC)

ED 348 561 CE 061 810

Watson, Wendy Bate, Barbara

**Partnerships in Literacy: A Guide for Community Organization and Program Development.**

British Columbia Ministry of Advanced Education, Training and Technology, Victoria; National Literacy Secretariat, Ottawa (Ontario).

Report No.—ISBN-0-7718-9127-X

Pub Date—91

Note—225p.

Available from—Provincial Curriculum Publications, Marketing Dept., Open Learning Agency, 4355 Mathias Place, Burnaby, British Columbia, Canada, V5G 4S8 (order no. VA0118).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Adult Literacy, \*Community Cooperation, Community Organizations, \*Community Programs, \*Cooperative Programs, Coordination, Corporate Support, Demonstration Programs, Foreign Countries, Illiteracy, \*Literacy Education, Material Development, \*Program Development, \*Program Implementation

Identifiers—Alberta, British Columbia, Ontario

This document addresses literacy partnerships and presents a guide for community organization and program development. Section 1, "Developing a Community Literacy Organization," provides a framework for planning. It covers getting started, becoming a society, building a strong board, conducting effective meetings, accessing the media, conducting a public awareness campaign, fund raising, and hiring staff. Section 2, "Implementing a Community Literacy Program," presents a frame-

work for design. Topics include delivery models, marketing and promoting, recruiting volunteers, tutor training, credentialing literacy practitioners, assessing learners, selecting and developing materials, matching tutors and learners, inservice training, keeping records, recognition, and program evaluation. Samples, forms, and print and organizational resources are provided for most topics in sections 1 and 2. Section 3, "Literacy Partnerships," describes innovative projects that represent examples of collaborative partnerships in literacy in British Columbia, Alberta, and Ontario. Projects are in these categories: libraries, media, family literacy, business/labor (public and private sector partnerships), and advocacy groups (national and provincial). Section 4, "Community Literacy Programs and Projects," presents survey responses from 37 respondents. Each description gives name, coordinator and telephone number, purpose of organization, start-up, structure, funding, literacy awareness projects, instruction/service projects, and fundraising activities. A list of 94 references is appended. (YLB)

ED 348 562 CE 061 812

Stitt, Beverly A. And Others

**Building Gender Fairness in Schools.**

Report No.—ISBN-0-8093-1474-6

Pub Date—88

Note—226p.

Available from—Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697.

Pub Type—Books (010)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Citations (References), Competence, Competency Based Education, Curriculum Development, \*Educational Resources, Elementary Secondary Education, Family Influence, Females, \*Learning Activities, Males, \*Nontraditional Occupations, \*Sex Bias, \*Sex Fairness, Student Recruitment, Units of Study

This book is designed to help educators identify and eliminate gender bias from their classrooms. It will help educators assess their own level of gender bias, determine the effects of gender bias on students and society, and provide activities for eliminating gender biases. The book is divided into two sections: readings and 11 units of instruction. Readings cover the themes of gender bias in schools, sexism in education, language fairness, teacher-student relationships, confronting sex bias, and parental influence. The 11 units each are directed toward helping teachers and prospective teachers develop competencies. Topics covered include the following: developing an awareness of the effects of gender bias, identifying personal gender biases, using gender-fair verbal and nonverbal interaction with students, identifying gender-fair curriculum materials, encouraging students to broaden their occupational choices, planning activities to recruit and retain nontraditional students, developing strategies to achieve schoolwide support for gender fairness, identifying and developing strategies to counteract societal influences and cultural myths, developing action plans to effect societal change outside the classroom, and conducting applied research to develop policies and programs to achieve gender fairness. Units include the competency to be achieved, a performance objective, a teaching process, and learning activities. Bibliographies at the end of most sections list a total of 156 references. (KC)

ED 348 563 CE 061 819

**Social Skills Program Team Manuals.**

Model Classrooms, Bellevue, WA.

Spons Agency—Job Corps (DOL), Washington, DC.

Pub Date—90

Contract—99-0-4714-35-041-01

Note—139p; Seven separate team manuals have been combined to form this ERIC document. For related skill packets, see CE 061 820-825.

Available from—Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Administration, Counseling, \*Daily Living Skills, Food Service, Health Services, \*Interpersonal Competence, \*Intervention, \*Management Teams, Recreational Programs, Residential Institutions, \*Skill Development, Stress Management, Teaching Guides, Teamwork

Identifiers—Job Corps

These seven social skills program team manuals foster the development of social skills and correct

common social skill problems among students in different settings. The manuals also improve intervention skills. The following topics are covered: (1) administration; (2) counseling; (3) food services; (4) health services; (5) management; (6) recreation; and (7) residential. Each manual includes the following sections: (1) the team as social skills builders—employability payoffs, activities offering social skills building opportunities, and strengths of the team; (2) the 10 most important social skills for the particular area; (3) intervention technique; (4) resources—videos, facilitator packets, one-on-one inservice training, and teaming with other staff; (5) a chart depicting the 50 social skills to be developed; (6) intervention examples; and (7) success tips. (NLA)

ED 348 564 CE 061 820

**Personal Skills. Facilitator's Skill Packets 1-7.**

Social Skills Training.

Model Classrooms, Bellevue, WA.

Spons Agency—Job Corps (DOL), Washington, DC.

Pub Date—90

Contract—99-0-4714-35-041-01

Note—79p; For related documents, see CE 061 819-825.

Available from—Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Attendance, \*Daily Living Skills, Dormitories, \*Hygiene, \*Interpersonal Competence, Locker Rooms, Social Characteristics, Socialization, Supervision, Teaching Guides, Teamwork

Identifiers—Job Corps

This document contains the following seven facilitators' skill packets on personal skills: (1) personal hygiene; (2) personal appearance; (3) locker hygiene; (4) dorm cleanliness; (5) punctuality and attendance; (6) responding to supervision; and (7) teamwork. Each packet contains the following sections: definition of personal skills; objective; resources needed; using this skill packet; presentation steps—activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for these skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 565 CE 061 821

**Beginning Social Skills. Facilitator's Skill Packets**

8-15, Social Skills Training.

Model Classrooms, Bellevue, WA.

Spons Agency—Job Corps (DOL), Washington, DC.

Pub Date—90

Contract—99-0-4714-35-041-01

Note—90p; For related documents, see CE 061 819-825.

Available from—Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Daily Living Skills, \*Interpersonal Competence, \*Listening Skills, Self Concept, Socialization, Standard Spoken Usage, Teaching Guides

Identifiers—\*Conversation, Job Corps

These facilitators' skill packets comprise eight separate packets on beginning social skills: (1) listening; (2) starting a conversation; (3) having a conversation; (4) asking a question; (5) saying "thank you"; (6) introducing oneself; (7) introducing other people; and (8) giving a compliment. Each packet contains the following sections: definition of beginning social skills; objective; resources needed; using this skill packet; presentation steps—activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 566 CE 061 822

**Advanced Social Skills. Facilitator's Skill Packets**

16-22, Social Skills Training.

Model Classrooms, Bellevue, WA.

Spons Agency—Job Corps (DOL), Washington, DC.  
 Pub Date—90  
 Contract—99-0-4714-35-041-01  
 Note—79p.; For related documents, see CE 061 819-825.

Available from—Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.  
 Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Affective Behavior, Group Dynamics, Helping Relationship, \*Interpersonal Competence, Participation, Peer Influence, Persuasive Discourse, Teaching Guides

Identifiers—Following Directions, Job Corps

These facilitator's skill packets contain seven individual packets related to advanced social skills: (1) asking for help; (2) joining in; (3) giving instructions; (4) following instructions; (5) apologizing; (6) convincing others; and (7) making a decision. Each packet contains the following sections: definition of advanced social skills; objective; resources needed; using this skill packet; presentation steps—activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 567 CE 061 823  
**Skill Alternatives to Aggression. Facilitator's Skill Packets 23-29. Social Skills Training.**

Model Classrooms, Bellevue, WA.  
 Spons Agency—Job Corps (DOL), Washington, DC.

Pub Date—90  
 Contract—99-0-4714-35-041-01  
 Note—79p.; For related documents, see CE 061 819-825.

Available from—Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.  
 Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Affect, \*Affective Behavior, Anger, \*Emotional Response, Empathy, Fear, \*Interpersonal Competence, Self Concept, Self Reward, Teaching Guides, Thinking Skills  
 Identifiers—Job Corps

These facilitator's skill packets contain seven individual packets on skills for dealing with feelings: (1) knowing one's feelings; (2) expressing one's feelings; (3) understanding the feelings of others; (4) dealing with someone else's anger; (5) expressing affection; (6) dealing with fear; and (7) rewarding oneself. Each unit contains the following sections: definition of skills for dealing with feelings; objective; resources needed; using the skill packet; presentation steps—activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 568 CE 061 824  
**Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training.**

Model Classrooms, Bellevue, WA.  
 Spons Agency—Job Corps (DOL), Washington, DC.

Pub Date—90  
 Contract—99-0-4714-35-041-01  
 Note—101p.; For related documents, see CE 061 819-825.

Available from—Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.  
 Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Aggression, Anger, \*Conflict Resolution, Coping, Helping Relationship, \*Interpersonal Competence, Persuasive Discourse, Self Concept, Self Control, Self Esteem, Sharing Behavior, Teaching Guides

Identifiers—Job Corps  
 These facilitator's skill packets contain nine individual packets on skill alternatives to aggression: (1) asking permission; (2) sharing something; (3) helping others; (4) negotiating; (5) using self-control; (6) standing up for one's rights; (7) responding to teasing; (8) avoiding trouble with others; and (9) keep-

ing out of fights. Each packet contains the following sections: definition of skill alternatives to aggression; objective; resources needed; using this skill packet; presentation steps—activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 569 CE 061 825  
**Skill Alternatives to Aggression. Facilitator's Skill Packets 39-50. Social Skills Training.**

Model Classrooms, Bellevue, WA.  
 Spons Agency—Job Corps (DOL), Washington, DC.

Pub Date—90  
 Contract—99-0-4714-35-041-01  
 Note—134p.; For related documents, see CE 061 819-824.

Available from—Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.  
 Pub Type—Guides - Classroom - Teacher (052)  
 EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Failure, Friendship, \*Interpersonal Competence, Peer Influence, Persuasive Discourse, Speech Skills, Sportsmanship, Standard Spoken Usage, \*Stress Management

Identifiers—Job Corps

These facilitator's skill packets contain 12 units on skills needed for dealing with stress: (1) making a complaint; (2) answering a complaint; (3) sportsmanship after the game; (4) dealing with embarrassment; (5) dealing with being left out; (6) standing up for a friend; (7) responding to persuasion; (8) responding to failure; (9) dealing with contradictory messages; (10) dealing with accusation; (11) getting ready for a difficult conversation; and (12) dealing with group pressure. Each packet contains the following sections: definition of skills for dealing with stress; objective; resources needed; using this skill packet; presentation steps—activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 570 CE 061 829  
**Hoachlander, E. Gareth And Others**

**Accountability for Vocational Education: A Practitioner's Guide.**

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jul 92  
 Contract—V051A80004-92A  
 Note—133p.; One in a series of Technical Assistance Reports.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-407: \$10.25).

Pub Type—Guides - Non-Classroom (055)  
 EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Accountability, Behavioral Objectives, Educational Policy, Evaluation Criteria, Performance, \*Performance Factors, Postsecondary Education, Secondary Education, Special Needs Students, \*Standards, \*Student Evaluation, \*Vocational Education

This guidebook offers guidelines, suggestions, examples, and recommendations for developing a comprehensive, sound system of accountability. The first chapter develops a conceptual framework for developing systems of accountability that identifies some major policy issues that must be addressed. Chapter 2 discusses getting started and identifies some basic decisions that must be made at the outset. Chapter 3 examines specific examples of performance measures and assesses the pros and cons of different types of measures. It also discusses appropriate distinctions between secondary and postsecondary vocational education. Chapter 4 turns to a discussion of performance standards, including examples for different standards and procedures for determining them. Chapter 5 describes different approaches for introducing incentives and adjustments for special populations. Chapter 6 con-

siders issues of implementation and includes possibilities for phasing in accountability systems and monitoring and modifying them over time. Chapter 7 provides information on student assessment in the context of performance measures and standards. A glossary is included as an appendix. (YLB)

ED 348 571 CE 061 830

*Burac, Zipura T.*

**Exemplary Programs Serving Special Populations.**

Volume 1.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 92

Contract—V051A80004-91A

Note—49p.; Produced by the Technical Assistance for Special Populations Program, University of Illinois.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-303: \$2.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Ancillary School Services, Curriculum, \*Demonstration Programs, Dropouts, Early Parenthood, Economically Disadvantaged, Educational Change, \*Educational Innovation, \*Educationally Disadvantaged, Followup Studies, Job Placement, Limited English Speaking, Models, Postsecondary Education, Potential Dropouts, Pregnant Students, Program Administration, Program Descriptions, Program Design, Program Implementation, Secondary Education, \*Special Needs Students, \*Vocational Education, Youth Problems, \*Youth Programs

Designed for educational administrators, state-level personnel, program coordinators, teachers, and researchers, this monograph highlights five exemplary vocational programs serving individuals from special populations. Identified through an extensive national search in 1990, each program exemplifies successful practices for secondary and postsecondary students who are teen parents, economically or educationally disadvantaged, dropouts or potential dropouts, or who have some disabilities or limited English proficiency. An introduction discusses the need for this information and provides the framework for identifying exemplary programs. Components of each description include the following: name, location, coordinator, purpose, population served, staffing, financial support, evaluation, individualized instruction, instructional settings, cooperative learning experience, assessment of students' interests and abilities, instructional support services, career guidance and counseling, family involvement and support, notification of vocational opportunities, formalized transition planning, intra- and interagency collaboration, work experience, job placement, and follow-up. The programs are Boulder Valley Schools Teen Parenting Program (Colorado), Employment Orientation and Vocational Education for Special Needs Students (New Jersey), Project CDA: Creating Dropout Alternatives (Idaho), Learning Lab for Technology and Applied Sciences (Florida), and Valencia Community College (Florida). (YLB)

ED 348 572 CE 061 831

*Ashe, F. Marion And Others*

**Linking Planning and Evaluation: Review and Synthesis of Literature.**

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 92

Contract—V051A80004-89A

Note—70p.; For related documents, see ED 336 513, ED 344 065, and ED 346 251.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-120: \$4.50).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Legislation, \*Educational Planning, Educational Policy, Educational Research, \*Evaluation Utilization, Literature Reviews, Models, Policy Evaluation, Postsecondary Education, \*Program Evaluation, Public Policy, Secondary Education, \*Vocational Education  
 Legislation has largely treated planning and eval-



uation in vocational education separately. There has been a history of increasing requirements in planning and evaluation and of diffusing responsibility. In addition, existing policy regarding vocational education's dominant mission shows a general lack of clarity. Such factors inhibit the linking of planning and evaluation. The planning literature shows that vocational educators have tended to emphasize certain approaches to and uses of planning. Although planning theorists have developed multiple approaches that might address many of the contemporary problems facing vocational education, these approaches have had very limited use. A conclusion is that alternatives to the dominant "rational-comprehensive" approach to planning can facilitate the useful linking of planning and evaluation. The evaluation literature reveals a gradual evolution of the scope and methodology of evaluation in response to political and organizational contexts. The theme of evaluation utilization emerges as critical to the linking process. A hypothesis is that the primary benefit of using evaluation will be realized through its capacity to institutionalize organizational learning. These multiple streams of literature can be brought together in a proposal for a new metaphor for linking in which planning and evaluation are seen as mutually inclusive rather than exclusive. (Contains 102 references.) (YLB)

ED 348 573

CE 061 832

Hoops, John. And Others

### A Partnership Approach to Industrial Technology Education.

Bay State Skills Corp., Boston, MA.

Spons Agency—Massachusetts State Dept. of Education, Boston, Div. of Occupational Education.

Pub Date—Aug 92

Note—111p.

Pub Type—Reports - Research (143)

### EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Articulation (Education), Competency Based Education, Corporate Support, Educational Needs, Employee Attitudes, Employer Attitudes, High Schools, \*Industry, Job Skills, Job Training, Labor Force Development, Manufacturing Industry, Needs Assessment, Program Design, \*Program Development, Program Effectiveness, Program Implementation, Regional Schools, School Business Relationship, \*Technology, Vocational Schools

Identifiers—\*Partnerships in Education, Procter and Gamble, South Shore Regional Voc Tech High School MA

This report summarizes and assesses the planning and first-year implementation of the Industrial Technology Program created through a partnership between South Shore Vocational Technical High School (SSVT) in Hanover, Massachusetts, and Procter & Gamble (P&G). It is a guide for the development of effective education/industry partnerships. An executive summary and introduction are followed by a description of the planning and development processes that created the program. The third section lists 68 competencies in 9 categories included in the joint industrial technology curriculum and discusses special program features. The fourth section assesses the curriculum and first-year outcomes as they relate to the expectations of P&G managers and machine operators, SSVT, labor officials, and other manufacturing firms. The fifth section reviews the demand for industrial technology programs in a vocational education setting. It considers occupational demand, management's perceptions regarding training needs and the role of vocational education, and career awareness programs to create demand for vocational/industrial technology education. The sixth section describes trends in vocational education and how partnerships fit in. A sample is provided of industrial partnership programs and articulation collaborations in Massachusetts. The report concludes with recommendations for SSVT, Massachusetts vocational-technical schools, and Massachusetts manufacturers. Appendixes include a list of interviewees, interview instruments, and a 42-item annotated reference list. (YLB)

ED 348 574

CE 061 834

### Consumer Education in the United States: A Composite Vision, 1992.

Eastern Michigan Univ., Ypsilanti. National Inst. for Consumer Education.

Pub Date—Aug 92

Note—14p.

Pub Type—Opinion Papers (120) — Collected Works - General (020)

### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Consumer Economics, \*Consumer Education, \*Consumer Protection, Decision Making, \*Individual Power, \*Information Utilization, Leaders, Legislators, Merchandise Information, Student Needs, Teacher Attitudes, \*Teacher Education

This composite report provides a snapshot of current thinking about the needs and challenges of consumer education in the United States. The quotations were selected from responses of a small group of educators, legislators, and consumer leaders in business, government, labor, the media, and the community who were invited to write brief statements about consumer education as they saw it. With the exception of a 1975 quote from Ralph Nader, all quotations are current. They are divided into six categories. The name and position of the author are provided. The section on "Choice and Empowerment" addresses clarity of choice; minorities, language, and cultural differences; empowering consumers; marketplace power; accepting responsibility; and improving consumer literacy. "Information and Decisions" covers consumer self-education, finding and using information, government information, and informed decisions in a global marketplace. Quotations in "Consumer Protection" relate to prevention—the best remedy and antidote for fraud; those in "Business and Consumers" discuss when everyone profits and the existence of a false comfort level. "Teacher Education" quotations address the need for increased funding; U.S. teacher academies to include consumer education; experience as a negative teacher; the family; and teacher accreditation, guidelines, and training. Quotes in "Students as Consumers" cover math for everybody, what students say, and how neglect shortchanges students. (YLB)

ED 348 575

CE 061 835

Auspos, Patricia Sherwood, Kay E.

### Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.

Manpower Demonstration Research Corp., New York, N.Y.

Pub Date—Aug 92

Note—79p; Prepared for the Multi-State Technical Assistance Collaborative.

Pub Type—Reports - Research (143)

### EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Literacy, \*Diagnostic Tests, \*Educational Diagnosis, Employment Potential, Employment Services, Evaluation Methods, Federal Programs, \*Job Training, Literacy Education, Needs Assessment, Program Design, Program Implementation, Social Services, Vocational Aptitude, Vocational Education, \*Vocational Evaluation, Vocational Interests, \*Welfare Recipients

Identifiers—\*Job Opportunities and Basic Skills Program

This paper on assessment in the Job Opportunities and Basic Skills (JOBS) Program for welfare recipients is intended to help administrators of JOBS programs weigh the possible benefits and drawbacks of the assessment choices they must make. Chapter 1 explains why assessment matters to JOBS administrators. Chapter 2 suggests a conceptual framework for assessment in JOBS and identifies dimensions along which assessment systems can vary. Chapter 3 discusses key issues in assessing participants' immediate employability or job readiness. Strategies and issues in assessing basic literacy, vocational abilities and interests, and social service needs are presented in Chapters 4, 5, and 6, respectively. Chapter 7 describes the experiences of several welfare-to-work programs in designing and implementing assessment systems. Chapter 8 reviews operational considerations that should inform JOBS administrators' decisions about assessment practices, including resource constraints, staffing, the need to tailor assessments to special populations, and information-flow issues. The conclusion reviews trade-offs in overall JOBS program design as they relate to assessment. Three types of guides to the text are provided: table of contents, summaries or key issues at the end of many chapters, and major points printed in boldface type throughout the text. (YLB)

ED 348 576

CE 061 838

App, Anne H.

### The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).

National Assessment of Vocational Education

(ED), Washington, DC.; Westover Consultants, Inc., Washington, DC.

Report No.—ISBN-0-16-038006-5; OR-92-3000

Pub Date—Mar 91

Note—70p; For related papers, see CE 061 839.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

### EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Academic Education, Accountability, Correctional Education, Delivery Systems, Disabilities, \*Educational Assessment, Educational Change, Educational Finance, Educational Legislation, Educational Policy, Education Work Relationship, \*Federal Legislation, Followup Studies, Integrated Curriculum, National Programs, National Surveys, Postsecondary Education, \*Program Evaluation, Program Implementation, Program Improvement, Resource Allocation, Secondary Education, Special Needs Students, State Programs, \*Student Evaluation, Teacher Education, \*Vocational Education, Vocational Followup

Identifiers—\*Carl D Perkins Voc and Appl Techn Educ Act 1990, National Assessment of Vocational Education

This publication summarizes presentations and discussions from a conference that addressed specific issues in the National Assessment of Vocational Education and in the 1990 Perkins Act that mandated the assessment. Introductory materials include a summary of consensus issues from the conference (David Boesel), welcoming remarks (Bruno Manno), and an outline of the conference's purpose (Boesel). Summaries of six panels (presentations and discussion) follow. "Panel 1: Legislative Intent" highlights the purposes of the legislation. "Panel 2: Effects of the Perkins Act on Policy and Practice" summarizes five presentations on state administration of vocational education programs, local practices, secondary and postsecondary articulation, and postsecondary policy and practices. "Panel 3: Funding Issues" summarizes four papers on expenditures for program improvement, funds allocation, funding formulas, and the postsecondary level. "Panel 4: Student Outcomes" includes seven presentations on assessing academic outcomes, success of the school-to-work transition, relevance of vocational training to subsequent employment, occupations and earnings, and employer satisfaction. "Panel 5: General and Special Programs" summarizes five presentations on correctional institutions, tribal institutions, flexibility of delivery systems, and access. "Panel 6: Academic and Vocational Issues" summarizes five presentations on teacher preparation, the effect of accountability on service delivery, the extent and success of integration of academic and vocational curricula, and the effect of educational reform on vocational education. (YLB)

ED 348 577

CE 061 839

App, Anne H. Comp.

### The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.

National Assessment of Vocational Education (ED), Washington, DC.; Westover Consultants, Inc., Washington, DC.

Report No.—ISBN-0-16-038005-7; OR-92-3001

Pub Date—Mar 91

Note—272p; For related summary proceedings, see CE 061 838.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Collected Works - Proceedings (021)

### EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, Academic Education, Accountability, Correctional Education, Delivery Systems, Disabilities, \*Educational Assessment, Educational Change, Educational Finance, Educational Legislation, Educational Policy, Education Work Relationship, \*Federal Legislation, Followup Studies, Integrated Curriculum, National Programs, National Surveys, Postsecondary Education, \*Program Evaluation, Program Implementation, Program Improvement, Resource Allocation, Secondary Education, Special Needs Students, State Programs, \*Student Evaluation, Teacher Education, \*Vocational Education, Vocational Followup

Identifiers—\*Carl D Perkins Voc and Appl Techn Educ Act 1990, National Assessment of Vocational Education

This collection of 22 papers is organized by the five conference topics. "Part 1: Effects of the Perkins Act on Policy and Practice" contains five papers: "Federal Legislation as Rorschach Test: Methodological Issues in Assessing the Effects of the 1990 Perkins Act on States and Localities" (Grubb); "Effects of the 1990 Perkins Act on State Administration and Policy" (Herriage); "A New Vision for Vocational Education: Assessing Implementation of the 1990 Perkins Act" (Rosenstock); "The Effects of Federal Requirements Regarding Articulation between Secondary and Postsecondary Vocational Education Programs" (Peters, Jr., Makin); and "Views of Assessment of the 1990 Perkins Act" (Grimsley). "Part 2: Funding Issues" consists of four papers: "Analyzing Federal Expenditures for Vocational Education Program Improvement" (Hoachlander); "Return of the Debate: Can Federal Policy Improve Vocational Education for Special Populations?" (Muraskin); "Design for the Congressionally Mandated Study of the Formula for Distributing Federal Vocational Education Funds to the States" (Barro); and "1990 Perkins Act Funding Issues at the Postsecondary Level" (Zins). "Part 3: Student Outcomes" has five papers: "Assessing Academic Outcomes in Vocational Education" (Sticht); "The Success of School-To-Work Transition" (Stone, III); "The Relevance of Vocational Education for Subsequent Employment" (Bailey); "Occupations and Earnings of Former Vocational Education Students: Research Design Issues" (Stevens); and "Vocational Education and the American Job Market: An Employer's Perspective" (Martin). The four papers in "Part 4: General and Special Populations" are as follows: "Individuals with Special Needs in Vocational Education: Considerations for the National Assessment" (Pheps); "Recommended Directions: (1) The Effects of Flexibility on Delivery of Services to Special Populations and (2) Participatory Planning" (Maddy-Bernstein); "Principal Issues Regarding Native Americans to Be Addressed by the National Assessment of Vocational Education" (Slater); and "Special Considerations in Assessing Vocational Education in Corrections" (Coffey). "Part 5: Academic and Vocational Issues" contains four papers: "Teacher Preparation, Qualifications, and Demand" (Finch); "Performance Standards, Accountability, and the Quality of Vocational Education" (Hill); "Integrating Academic and Vocational Education: Guidelines for Assessing a Fuzzy Reform" (Stasz, Grubb); and "Impact of Education Reform on Vocational Education" (Strickland). (YLB)

ED 348 578 CE 061 852

#### Developing Workplace Literacy Programs.

Indiana Univ., Bloomington. School of Education; National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—National Center for Adult Literacy, Philadelphia, PA.; Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—92

Note—27p.; Developed by the Workplace Literacy Impact Team.

Available from—Language Education Dept., School of Education, Indiana University, Bloomington, IN 47406 (\$5.50 each brochure). Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Curriculum Development, Demonstration Programs, Educational Planning, \*Education Work Relationship, Employer Attitudes, \*Employer Employee Relationship, \*Literacy Education, Models, \*Program Development, Program Evaluation, Unions

Identifiers—\*Workplace Literacy

This packet contains a series of five brochures that discuss workplace literacy program development. Each brochure deals with a specific aspect of such programs and reflects the expertise of several successful program developers and instructors. The brochures cover the following topics: (1) gaining management support; (2) working with management and unions; (3) discussing training needs; (4) recruiting students; and (5) planning ahead. The brochures follow a question-and-answer format and provide specific suggestions for the various aspects of setting up a workplace literacy program. (KC)

ED 348 579 CE 061 853

Mikulecky, Larry Lloyd, Paul

#### Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.

Indiana Univ., Bloomington. School of Education; National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—National Center for Adult Literacy, Philadelphia, PA.; Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Jul 92

Note—178p.

Available from—Language Education Dept., School of Education, Indiana University, Bloomington, IN 47406 (\$10).

Pub Type—Reports—Research (143)—Information Analyses (070)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Demonstration Programs, \*Education Work Relationship, Employer Attitudes, Employer Employee Relationship, \*Evaluation Methods, Literacy Education, Models, \*Outcomes of Education, Program Effectiveness, \*Program Evaluation, Unions

Identifiers—\*Workplace Literacy

This two-part document reports the results of a literature review of workplace literacy program evaluation and then details a study of two current workplace literacy programs. The five chapters of the first part summarize findings on what is known about workplace literacy programs, methods for evaluating workplace literacy programs, assessing workplace literacy program results, assessing the impact on family literacy, and assessing the impact on productivity. The second part describes the study, the purposes of which were to develop an impact assessment model for workplace literacy programs and to produce data on the impact of programs at two sites, as well as to refine the model for use at other sites. The two sites chosen were very different but both operate established programs involving technical and communications training, high school equivalency programs, and English-as-a-Second-Language classes. Pre- and post-program data were gathered on learners' job productivity, literacy attributes, and literacy practices with their families through interviews, tests, and questionnaires, and supervisor ratings. Results showed that learners made gains in their literacy self-image, their ability to articulate plans, the amount and range of literacy activity both at work and away from work, and their reading strategies and comprehension. The study concluded that the evaluation process developed can be used as a model for evaluation of workplace evaluation projects. Eight appendices contain project forms, and a bibliography lists 79 references. (KC)

ED 348 580 CE 061 854

Mikulecky, Larry And Others

#### A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program.

Indiana Univ., Bloomington. School of Education.

Pub Date—92

Note—119p.

Available from—Language Education Dept., School of Education, Indiana University, Bloomington, IN 47406 (\$8).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Curriculum Development, Demonstration Programs, \*Education Work Relationship, \*Literacy Education, Models, \*Program Development, Program Evaluation

Identifiers—\*Indiana, Literacy Audits, \*Workplace Literacy

This guide, based on the Model Workplace Literacy Training Program for Indiana State Employees established at the Indiana Women's Prison in 1991, provides practical advice on developing workplace literacy programs. The guide is organized in six chapters, following an introduction that describes the origins of the Indiana program and outlines the steps in its development. Chapter 1 provides background information on effective workplace literacy programs, and the main body of the guide (Chapters 2-5) concentrates on the planning and curriculum development that lead up to delivering classes in the workplace. Described in detail and accompanied by illustrative anecdotes drawn from the Indiana program are the following: (1) comprehensive procedures for planning and scheduling initial meetings with managers to decide on training methods; (2) literacy task analyses of specific jobs to determine basic skills problems; (3) development of custom-designed curriculum based on the task analyses; and (4) delivering instruction to target groups.

Chapter 6 and its addendum describe the methods of evaluation used with the Indiana model program and the evaluation results. A bibliography lists 19 references. Five appendices provide a sample timeline for a workplace literacy program, a literacy task analysis, a sample recruitment form, an example of a custom-designed curriculum, and sample job aids. (KC)

ED 348 581 CE 061 855

Dowd, Steven B.

#### Human Resource Development Planning Based on Accreditation Guidelines.

Pub Date—92

Note—16p.; For a related document, see ED 337 691.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Accreditation (Institutions), \*Community Colleges, \*Faculty Development, \*Guidelines, \*Human Resources, Labor Force Development, Planning, \*Radiologic Technologists, Two Year Colleges

Identifiers—Lincoln Land Community College IL

This paper presents a preliminary human resource development plan for the radiography program sponsored by Lincoln Land Community College (Illinois). The plan is based on the "Essentials and Guidelines of an Accredited Program for the Radiographer," initially adopted in 1944, and most recently revised in 1990, it involves the integration of external forces such as accreditation, demographics, and future trends with the internal human resources of the college. Items relevant to human resources are discussed in terms of outcome assessment. Following a review of the "Essentials and Guidelines" and a description of how they have an impact on the human resource development of a community college sponsoring a radiography program, the process is described. It consists of formulating goals based on institutional purpose, developing procedures upon which to evaluate these institutional goals, and indicating how these evaluations will be used to improve or maintain institutional effectiveness. Groff's (1990) description of human resource development in educational institutions as recruitment, supervision, staff development, and evaluation of personnel is used as an operational definition. This model of the use of human resource planning based on accreditation guidelines for a specific program (radiography) can be used with other programs that require specific accreditation in community colleges, such as nursing, respiratory therapy, medical laboratory technology, and child care services. (Contains 24 references.) (KC)

CG

ED 348 582 CG 024 400

Park, Crystal L. Cohen, Lawrence H.

#### Personal Responsibility versus God's Will: Religious and Non-religious Attributions for the Death of a Friend.

Pub Date—Aug 92

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attribution Theory, \*Beliefs, \*College Students, \*Coping, \*Death, Higher Education, Religious Factors

Attributions, attempts to link an event with its causes, enable people to understand and react to their surroundings. Because attributions are directly related to understanding events, and because this understanding influences how individuals then deal with events, attributions play a vital role in the coping process. To explore the nature of religious attributions, undergraduate students, who ranged in age from 17 to 43, participated in this study to partially fulfill research-participation requirements for an introductory psychology class. Subjects (N=96) were interviewed about their attributions for the event, including perceptions of fairness, the friend's responsibility, God's involvement, and type of God's involvement (loving, purposeful, angry). Correlational analyses revealed important relationships among these variables (e.g., a strong positive association between intrinsic religiousness and attributions to God, a negative relationship between

friend's responsibility and God's involvement). Qualitative analysis of the responses given by interviewees of God's reasons for bringing about the death fell into these categories: (1) for benefit of the deceased, for example, to make the deceased happier or to give them a rest; (2) for benefit of the survivors, for example, to make those remaining more aware that such things happen and that they must enjoy life now; (3) something worse would have happened; and (4) punishment, for example, for drinking and driving, using drugs, acting irresponsibly, and causing parents pain. (ABL)

ED 348 583 CG 024 401

Kirk, Wyatt D., Ed. Kirk, Sarah V., Ed.  
Student Athletes: Shattering the Myths & Sharing the Realities.

American Counseling Association, Alexandria, VA.  
Report No.—ISBN-1-55620-098-6  
Pub Date—93

Note—191p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (Order # 72058, \$28.95).

Pub Type—Books (010)—Collected Works—General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Athletes, Athletic Coaches, Athletics, Career Development, \*College Athletics, \*College Bound Students, Counselor Role, Higher Education, High Schools, \*High School Students, Role Models, School Counseling, Sports Medicine, \*Student Characteristics, \*Student Development

This book covers the developmental benefits of athletics. It provides a step-by-step model for setting up a comprehensive high school program, a guide for college-bound athletes, seven case studies, and an outline of counselors' responsibilities. The book is divided into three major parts: the athletic environment and the athlete's participation in it (Part I); special issues within the athletic environment (Part II); and external issues that have an impact on athletics (Part III). Individual chapters are: (1) "Developmental Benefits of Athletics" (Mary Mitchell Harris); (2) "School Counseling and the Student Athlete" (Beverly O'Bryant); (3) "Issues in Counseling Athletes at the High School Level" (Sara Joy Bailey); (4) "Role Models: An Athlete's Perspective" (Dick Barnett); (5) "Coaches and Student Athletes" (Gary Miller); (6) "A Guide for College-Bound Athletes" (Gary Scales); (7) "Counseling Athletes in Higher Education" (Wayne Lanning and Peter Toy); (8) "Problem Solving and Decision Making: Life Skills for Student Athletes" (J. Scott Hinkle); (9) "Athletics and Career Development: A Research Model" (Victoria Coleman and Shirl Barker); (10) "The Negative Stereotyping of Student Athletes" (Kevin Burke); (11) "The African American Student Athlete" (Wyatt Kirk and Sarah Kirk); (12) "The Media's Effect on Athletics" (Charles Farrell); (13) "The Role of the NCAA" (Wilford Bailey); (14) "Controversies in Sports Medicine" (Karl Fields and Martha Delaney); and (15) "Law and Sports" (George Schubert and Arline Schubert). (NB)

ED 348 584 CG 024 402

Crasbie-Burnett, Margaret

The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks.

Pub Date—Aug 92

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling, Models, \*Psychology, \*Research and Development, Research Needs, \*Stepfamily, \*Theory Practice Relationship

Identifiers—\*Counseling Psychology

This paper suggests directions, based on the scientist-practitioner model, toward which counseling psychology should move in response to the dramatic increase in the number of stepfamilies in contemporary society. "Stepfamily" is defined as a household that includes a parent-child relationship that pre-dates the couple relationship, thus creating a stepparent-stepchild relationship. "Extended stepfamily network" is defined as two or more households that are linked together by blood or marriage/coupling, and includes at least one house-

hold in which there is a step relationship. A section on the reasons why counseling psychology should include the study of stepfamilies and extended stepfamily networks discusses demographic, theoretical, and clinical factors. Ways in which stepfamilies are different from first-marriage, two-parent families are summarized, and many of the common problems that stepfamilies bring to counseling are listed. The next section looks at theories related to stepfamilies. Most theoretical writings are based on a family systems perspective, and most of the writers are either sociologists or clinicians. Sociological explanations include family stress, social exchange, normative-resource, and sociobiological theories, while clinicians tend to approach the topic from a developmental, family therapy perspective. Useful but underutilized approaches include social psychological (group dynamics) and feminist theories. A section on research concludes that there is virtually no empirical clinical research on stepfamilies. A proposed response for scientist-practitioners is offered that includes making theoretical contributions, conducting intervention research, and integrating training in stepfamilies into the academic curricula. A bibliography of theoretical writings on stepfamilies, a syllabus for a three-credit course on stepfamilies in the Counseling Psychology Department, and information on how to order a bibliography on remarriage and stepfamilies are appended. (NB)

ED 348 585 CG 024 403

Ware, Mark E.

Advising in the Classroom: Teaching a Career Development Course.

Pub Date—15 Aug 92

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Career Development, \*College Instruction, College Students, \*Course Content, Higher Education

This paper discusses the teaching of a career development course in college. The stated goals of the course are to increase students' knowledge about themselves, about postgraduate educational and occupational opportunities, and about job entry skills. The mechanics of the course are described, including its length, format, written assignments, videotape programs and booklets, career inventories, out-of-class skill development tasks and grading. The course content is described, noting use of paper and pencil exercises; small group in-class discussion; use of career inventories; graduate education, including graduate study in psychology; world of work; decision-making; job search skills and resume writing; and interviewing. Previous evaluations by students of the course are described. Students' comments are interspersed in the descriptions of course mechanics and course content. A list of selected readings for career development in psychology and a reference list of career information are included. (ABL)

ED 348 586 CG 024 404

Sinnott, Jan D.

Development and Yearning: Cognitive Aspects of Spiritual Development.

Pub Date—Aug 92

Note—31p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, \*Counselors, \*Psychologists

Identifiers—\*Spiritual Development

People are beings that seem to have, and to think about, spiritual, transcendent experiences. But some are psychologists who have historically found it very difficult to integrate their spiritual, yearning selves, or the spiritual selves of those they see. Psychologists may want to understand the processes involved in complex transcendent, spiritual, new-paradigm understanding, and how such thinking becomes part of the skills and experience of the normal, non-pathological developing human. Four sample hypotheses could test some relations between postformal cognition and high-level spiritual development: (1) individuals who report a unitative

state of consciousness show postformal operations; those not reporting unitative states may or may not show postformal operations; (2) those reporting unitative states have highly efficient styles of processing large amounts of conflicting information and function better in the face of overload than those not reporting such states; (3) middle-aged and older persons are more likely to describe spiritual searches which link them with others and which operate to give a unity and meaning to their lives than younger persons; and (4) choice of exposure to life events or workshops or psychotherapy where one challenges the meaning of one's life or the grounds of one's life or the grounds of one's "self" are likely to allow the person to transition to both postformal thought and spiritual development. (ABL)

ED 348 587 CG 024 405

Lemke, Lynn A. And Others

Differences in Social Support between Rural and Urban Communities.

Pub Date—Aug 92

Note—30p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adults, Helping Relationship, Interpersonal Relationship, \*Rural Urban Differences, Sex Differences, \*Social Support Groups

Traditionally, a "rural" community refers to a community with low population density, which is relatively isolated from a metropolitan area, and which is economically based around the agriculture industry. This is in contrast to the "urban" community, which refers to a community with high population density or to one that is contained within or adjacent to a metropolitan center, with the economy based on a variety of industries. This study examined differences in the social support systems of men and women in urban and rural communities. Specific variables related to social support systems which served as the focus for the study included: wanted and expressed inclusion, control, and affection; the amount of affection, affirmation, and material aid received; and the longevity of relationships, the frequency of contact, and the total number of people in the social support system. Males (N=40) and females (N=40) from a rural midwest setting and males (N=40) and females (N=40) from an urban midwest setting were assessed on these variables using the Fundamental Interpersonal Relations Orientation-Behavior instrument (FIRO-B) and the Norbeck Social Support Questionnaire. The results indicated significant urban/rural differences related to wanted and expressed inclusion and frequency of contact with the social support system. Significant gender differences were found for the expressed control and the longevity of the relationships. No significant gender by setting interaction effects were found for any of the variables. (Author/ABL)

ED 348 588 CG 024 406

Lawson, Ward M. And Others

Client Use of Impression Management in Counseling.

Pub Date—Aug 92

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Client Characteristics (Human Services), Counselor Characteristics, \*Counselor Client Relationship, High Schools, High School Seniors, \*High School Students, School Counseling

Identifiers—High School Juniors

Analogue studies have demonstrated that clients who have been instructed to try to deliberately produce certain impressions in their counselors are able to create those impressions reliably and to affect the counselors' evaluations of the clients. It has not been demonstrated, however, that actual clients engage in strategic self-presentation with their counselors. This study tested that proposition with high school students (N=113) enrolled in junior- and senior-level sociology classes. The students completed an adjective checklist which was designed for this study and which consisted of three sets of adjectives.



tives (scales) which were developed to detect the self-presentation strategies of supplication, intimidation, and self-promotion. Subjects were divided into four groups, three of which were led to anticipate meeting with a counselor (a male, a female, or sex unspecified). These subjects also completed the Counselor Rating Form-Short (CRF-S) in anticipation of meeting with the counselor. Differences in the self-presentations among the groups were tested using the MANOVA procedures. In general, subjects who anticipated meeting with a counselor did not self-present differently from those who would not be meeting with a counselor. However, among subjects who did expect to meet a counselor, those expecting to meet with a female counselor presented themselves as less self-promoting and intimidating. No differences among subjects' CRF-S ratings (attractiveness, trustworthiness, expertise) of their anticipated counselor were found. (Author/ABL)

ED 348 589 CG 024 407

Michaud, Lois I. And Others  
Counseling Psychologists' Attitudes and Knowledge about Alcoholism.

Pub Date—Aug 92

Note—29p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Alcoholism, \*Counseling Techniques, \*Counselor Attitudes, \*Counselor Client Relationship, \*Knowledge Level, \*Psychologists, \*Sex Differences

Identifiers—\*Counseling Psychology

The purpose of this study was to determine the attitudes held by counseling psychologists about alcoholism and alcoholism, and to determine the relationship between these attitudes and the individual's level of experience, knowledge and training in the alcoholism domain. Although counseling psychologists typically deal with developmental issues, career choice, change and adjustment, and situational life problems, it has become increasingly evident that alcohol plays a significant role in the problems of clients they see. In this study counseling psychologists (N=475) responded to a seven-page questionnaire which assessed their attitudes, experience, and factual knowledge about alcoholism. Data were analyzed descriptively and using multiple regression methods. Results indicated: (1) 76% of those sampled indicated that they made a clear distinction between "problem drinking" and "alcoholism"; (2) most viewed alcoholics as generally wanting help, treatable, immature, troublesome in the office, and undependable; (3) most reported feeling comfortable, judgmental, friendly, knowledgeable, and reasonably optimistic when treating an alcoholic client; (4) on the 28-item alcohol/alcoholism information questionnaire, respondents answered an average of 15.92 items correctly; (5) men had more correct answers than women; and (6) no difference in items answered correctly between those who do and those who do not use standardized assessment procedures in identifying and diagnosing alcoholism in their clients. (ABL)

ED 348 590 CG 024 408

French, Laurence Armand  
Cultural Disintegration Perpetuated through Substance Abuse among American Indians.

Pub Date—Aug 92

Note—17p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Alcohol Abuse, \*American Indian Culture, \*American Indian History, \*American Indians, \*Cultural Influences

Identifiers—\*Fetal Alcohol Syndrome, \*Posttraumatic Stress Disorder

Alcohol, perhaps more than any other factor, symbolizes the degree of cultural disintegration experienced by American Indians today. It has been recognized as a symptom of the numerous cultural adjustments forced upon American Indians since white contact. Indeed, alcohol among Indian groups was prohibited for a far longer period than the nationwide "Prohibition" experience. The General

Indian Intercourse Act prohibited alcohol sale and use among American Indian groups from 1834 to 1953. Alcohol abuse is associated with the leading causes of death among American Indians: accidents, suicides, and homicides. It also aggravates diabetes, hypertension, and cirrhosis. Alcohol is recognized as a symptom of the numerous cultural adjustments forced upon American Indians since white contact. The "culture of poverty"/"cultural-image marginality"/"alcohol escapism" symbiosis accounts for the high Fetal Alcohol Syndrome (FAS)/ Post Traumatic Stress Disorder (PTSD) rate among American Indians and the perpetuation of this phenomenon. An investigation has shown that the more confused the cultural identity of the Indian group the greater the probability of FAS/PTSD. Indeed, Indian Health Service data indicates that the Plains Indians have the highest FAS rate of any ethnic group in the world. (The example of the Santee Sioux is recounted as it relates to the PTSD/addictive birth/PTSD cycle of abuse.) (ABL)

ED 348 591 CG 024 409

Stitt, Beverly Stitt, Tom  
Human Relations Skills: Activity To Increase Life and Career Successes for Women.

Pub Date—90

Note—65p; Prepared for Edwards-Wabash-Wayne-White Regional Vocational Delivery System.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Careers, \*Females, \*Human Relations, \*Human Relations Programs, \*Interpersonal Competence, \*Self Concept, \*Self Esteem

This guide presents activities to increase human relations skills for women. Each activity includes sections on the goal, group size, materials required, time required, objective, procedures and directions, discussion questions and key points, and evaluation. Activities are: (1) self-esteem, including sections on interaction, insights, and self-worth; (2) growth motivation, including sections on perception and self-concept; (3) assertion, including sections on perception and behavior styles; (4) interpersonal comfort, focusing on perceptions; (5) empathy, focusing on listening; (6) drive strength, focusing on goal setting; (7) decision making, focusing on problem solving; (8) time management, focusing on daily priorities; (9) sales orientation, focusing on creativity; (10) commitment ethic, including sections on priorities and friends; (11) stress management, including sections on daily stress and peer pressure; and (12) employment, including sections on the resume and interview. (ABL)

ED 348 592 CG 024 410

Stitt, Beverly Stitt, Tom  
Recruitment Strategies for Women in Nontraditional Careers. Adapted from Fair Recruitment Model and Strategies.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—90

Note—37p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Employed Women, \*Females, \*Non-traditional Occupations, \*Recruitment

This guide presents 21 one- or two-page recruitment strategies for women in nontraditional careers. Each entry includes sections on what, when, where, who, and how. Strategies included are: (1) attention-getter giveaways; (2) bias-free brochure; (3) bias-free slide-tape; (4) "bring a friend" day; (5) brochures with utility bills; (6) craftperson demonstration; (7) family night; (8) field trips to business and industrial sites; (9) flyer dissemination in community; (10) program visitation day by successfully employed former participant; (11) information booths; (12) logo; (13) media announcements of successful program completers; (14) newsletter to community organizations; (15) newspaper advertisements; (16) "opportunities in selected occupations" day; (17) placement of recruitment posters and brochures in the community; (18) radio and television spots; (19) resource persons; (20) telephone number with pre-recorded information; and (21) testimonial letters from successful graduates. Appendices include suggestions for preparing materials and implementing the strategies. (ABL)

ED 348 593 CG 024 411

Faska, Daniel Jr. Flint, W. Wallace  
Enhancing Self-esteem of At-risk High School Students.

Pub Date—[90]

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, \*Cross Age Teaching, Grade 9, Higher Education, \*High Risk Students, High Schools, \*High School Students, Interpersonal Relationship, Peer Teaching, \*Self Esteem, Tutorial Programs, \*Tutoring

Dropping out of high school is a major concern for the nation. Dropping out of school, although it occurs at a specific moment, is the culmination of a number of factors, including problems from both home and school, and may begin before the at-risk student starts school. The purpose of this study was to determine the effects of peer tutoring by university undergraduate students on at-risk 9th-grade students. Ninth graders (N=87) from four eastern Kentucky high schools were selected by their school counselors as being "at risk" of becoming dropouts. Undergraduate tutors received 10 hours of preservice training and thereafter attended weekly training sessions to maintain cohesiveness. Tutors had 5 weeks to develop case studies on each student before starting tutoring sessions. After the case studies were developed, 14 tutoring sessions were conducted in 7 weeks. Each tutor served four high school students. The results suggested that students' self-perceptions regarding their interpersonal relationships with their peers increased significantly in the program, as compared to the control group. That is, students in the program rated their concept of their interpersonal relationships higher than those who were not in the program. Thus it appears that this program was successful in enhancing some of the social and emotional needs of the students, specifically self-concept. (ABL)

ED 348 594 CG 024 412

Archibald, Matthew E. And Others  
Juvenile Delinquency: A Study of Massachusetts Juvenile Probationers.

Massachusetts Trial Court, Boston. Office of Commissioner of Probation.

Pub Date—17 Jan 92

Note—47p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, \*Delinquency, \*Delinquent Rehabilitation, \*Juvenile Courts, Predictor Variables, \*Probationary Period, \*Recidivism, Youth Problems

Comparative research in juvenile delinquency provides criminal justice professionals with a mechanism for better decision-making. This study analyzed juvenile probationer arraignments and the offender risk/need classification assessment to better understand juvenile court careers and probation recidivism. Analyses were based on data generated by Massachusetts courts for juveniles (N=779) placed on probation during 1989. Court data comprised the youth's first arraignment through the 18-month follow-up period after placement on probation. Continued offender court involvement places a great burden on the criminal justice system and on the community. Results of analyses indicated: (1) persistent court involvement progressed with each arraignment; (2) paralleling other juvenile probationer studies, roughly 42% of juvenile probationers were re-arraigned within 18 months after placement on probation; (3) juveniles arraigned for index offenses, and especially those arraigned for index violent offenses, prior to current probation supervision, were more likely to recidivate than offenders who had been arraigned for less serious offenses; and (4) indicators of risk to recidivate, such as prior record delineate offender behavior requiring long-range intervention solutions, with indicators such as school disciplinary problems and negative peer relations providing targets for short-term interventions. (ABL)

ED 348 595 CG 024 413

Samatako, Louis C.  
Student Development as Philosophy.

Pub Date—19 Mar 91

Note—7p; For related papers, see CG 024 414-416.

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, Standards, \*Student Development, \*Student Personnel Services, \*Student Personnel Workers

Ever since the publication of the Council of Student Personnel Associations in Higher Education (COSPA) of the Student Development Services in

Post Secondary Education, arguments and debates have ensued as to whether this document: (1) was a statement of philosophy for student affairs; (2) was a philosophical replacement for the near-universally accepted Student Personnel Point of View (1949); (3) was to be accepted as a document in tandem with the Student Personnel Point of View working papers for the field; or (4) was not to be taken seriously as being in competition with the Student Personnel Point of View. As measured against the four basic components necessary for building a professional philosophy, student development cannot, in any way, be said to be a professional philosophy. To keep insisting that student development is philosophy is to swim against the current of our own evidence. Until such time that the inter-associational commitment and the wherewithal to forthrightly address the task of building a professional philosophy worthy of the name are developed, student development will have to take a back seat to the Student Personnel Point of View as representative of the field's basic philosophy. (ABL)

**ED 348 596** CG 024 414

Rogers, Russell R.

**Student Development as Theory.**

Pub Date—19 Mar 91

Note—15p; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991). For related papers, see CG 024 413-416.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, Higher Education, \*Student Development, \*Student Personnel Services, \*Student Personnel Workers, \*Theory Practice Relationship

Student development theory has been adopted as the guiding theoretical framework of the student affairs profession. Unfortunately this adoption has largely occurred without a critical analysis of the concept of student development as a gestalt. A case can be made that for the most part the theories of student development are logically coherent in and of themselves even though when somewhat esoterically assembled into eclectic groupings they are not necessarily coherent. In terms of the generalizability of student development theories, a number of concerns are evident which result from the changed and changing nature of today's college student population, including lack of updating; studies with small, socioeconomically homogeneous samples; and questions about the generalizability of student development theories in light of the call to celebrate diversity. Some theories are based on tautologies and are not testable. Interventions based on a particular student development theory may no longer be adequate to produce the desired change or outcome in a given student group. Student development theories have increased the understanding of individuals in the college environment and also have stimulated additional research in the field. There is a continuing question of whether specific theories apply to diverse student populations. Perhaps the most serious concern is that of eclecticism without theory and hence without logical coherence. (ABL)

**ED 348 597** CG 024 415

Stamatatos, Louis C.

**Critique of Student Development Literature.**

Pub Date—19 Mar 91

Note—9p; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991). For related papers, see CG 024 413-416.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, Counselor Training, Higher Education, \*Professional Recognition, \*Student Development, \*Student Personnel Services, \*Student Personnel Workers

The literature affecting the growing profession of student development can be broken down into three basic forms: text books and text/practitioner books; refereed and non-refereed journals; and monographs and Jossey-Bass New Direction Series paperbacks. These printed materials are directed to and serve a very disparate audience of about 50,000 student affairs workers. Journal articles about student development can be categorized into experimental analytical literature; descriptive literature; and philosophical/essay articles. Contemporary texts and practitioner books can be characterized as possessing chapters on the history of student affairs,

inclusive of the student development starting in the 1970s; chapters on various human development theories such as are deemed appropriate to college students; chapters on infusing student development theory into the workplace; chapters on legal relationships and discipline as related to developmental outcomes, chapters on assessment and evaluation of developmental programs and activities; and a smattering of chapters on administrative theory, administration, staffing, staff development, ethical behavior, and challenges or unresolved problems facing the profession. Student development will continue to be outside the mainstream until the field is resuscitated with a healthy sense of realism. (ABL)

**ED 348 598** CG 024 416

Rogers, Russell R.

**Student Development as Professional Practice.**

Pub Date—19 Mar 91

Note—12p; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991). For related papers, see CG 024 413-415.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, Higher Education, \*Student Development, \*Student Personnel Services, \*Student Personnel Workers, \*Theory Practice Relationship

In recent years student development theory has been adopted as the guiding theoretical framework of the student affairs profession. Unfortunately, this adoption has largely occurred without a critical analysis of the concept of student development as a gestalt or of the individual theories touted as central to understanding college students. Together the two components of theory and practice embroil the profession of college student affairs in a strong interaction of intellectual learning and the testing of that learning through experience. Here, the artificial gulf between ideas and action (theory and practice) is bridged, enabling professionals to learn ideas for action, theory for practice. Student development theory has offered some significant contributions to student affairs practice and second, student development theory has created some significant problems for student affairs practice. Contributions have included: a needed new role; linkage to the academy and revised purpose; planned development; program and intervention rationale; political savvy; and a research focus. Problems have included: (1) preponderance of theories; (2) diversity in background/preparation; (3) ambiguous directions for application; (4) pragmatic/anti-theory bias; (5) generic, not specific, understanding; (6) indiscriminate use of theory; (7) lack of critique; (8) theory as prescription; (9) theory versus organizing framework; and (10) bandwagon claims. (ABL)

**ED 348 599** CG 024 417

Cook, Ronna And Others

**A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2.**

Westat, Inc., Rockville, MD.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—[91]

Contract—105-87-1608

Note—416p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC17 Plus Postage.**

Descriptors—Adolescents, Counseling, \*Daily Living Skills, \*Foster Care, \*Independent Living, Individual Development, National Surveys, Program Effectiveness

A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth was conducted to evaluate the influence of the Independent Living Initiatives, Public Law 99-272, on States' development of programs, policies, and services; and the impact of services on outcomes for older youth discharged from foster care. The first phase of this evaluation was completed in August 1990. This report addresses the findings of Phase II conducted between August 1990 and September 1991. The sample design for this study employed a multi-stage, stratified design with probability sampling at each of three stages of selection: State, county clusters, and youth 16 and older who were discharged from foster care. Using regression modeling techniques, the impact of receiving independent living skills training

on these youths' outcomes was assessed. The ability to achieve self-sufficiency was measured in the near term and the long term. The study found: (1) services authorized by the Independent Living Initiatives have the potential to improve outcomes for youth; (2) skills training in particular skill areas led to better individual outcomes and no one skill area had a consistent effect across all outcomes assessed; and (3) more comprehensive effects were achieved with a combination of skills delivered within a prescribed set of five skill areas: money management, consumer skills, skill in obtaining credit, skill in the use of educational opportunities, and skill in finding and maintaining employment. Volume 1 of the report presents the findings. Volume 2 details the study methodology, sampling, weighing, and estimation procedures, and also contains the study questionnaire. A large proportion of both volumes consists of detailed statistical tables and charts. (ABL)

**ED 348 600** CG 024 418

Sonnert, Gerhard Commons, Michael L.

**Society and the Highest Stages of Moral Development.**

Pub Date—Apr 92

Note—18p; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Individual Development, \*Moral Development, \*Theories

Identifiers—Kohlberg (Lawrence)

Kohlberg has produced the most influential theory of moral development both within individuals and within society. As a cognitive-developmental, Kohlberg considered mathematical and logical intellectual operations to underlie both social and moral operations. The hierarchical arrangement of the stages was thus grounded in the hierarchical arrangement of those operations. Kohlberg's post-conventional period (Moral Stages 5 and 6) begins sometime after adolescence; fully postconventional thinking and action appear after early adulthood. At Moral Stage 5, the Societal Universal stage, people justify actions on the basis on universal abstract principles. Kohlberg also posited a Moral Stage 6 but this proved to be the most problematic stage in his model for conceptual and empirical reasons. Conceptually, Kohlberg had difficulty in setting Moral Stage 6 apart from Moral Stage 5, and empirically, he found it difficult to identify subjects reasoning at Moral Stage 6. A meaningful Moral Stage 6 cannot be defined within individual moral development; it has to be understood as a discourse, as the property of a social enterprise. Thus Kohlberg was looking for Moral Stage 6 in the wrong place, and as a consequence, came up empty handed. At earlier stages, society is seen as a necessary environment for individual moral reasoning. At Moral Stage 6, moral reasoning is constituted by the social enterprise. Moral Stage 6 reasoning requires actual discourse, rather than monologically simulated discourse. (ABL)

**ED 348 601** CG 024 419

Eldridge, Natalie S.

**Counseling Dual Career Families: Heterosexual and Lesbian Perspectives.**

Pub Date—Aug 92

Note—15p; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Counseling Objectives, \*Counseling Techniques, \*Dual Career Family, \*Employed Women, \*Lesbianism, \*Mothers, Sex Role

Identifiers—\*Heterosexuality

Young women now have more freedom to shape themselves than young women anywhere or at any time in history. In counseling women for dual-career families the real and imagined difficulties must be addressed and their courage and self-conviction strengthened, not undermined. Especially crucial to the counseling process with these women is an understanding of traditional and emergent views of gender and gender roles that directly pertain to the dual-career family patterns. Gender extends beyond the individual and operates in the structures of society as well as in the dynamics of work and family relationships. Gender-related internal factors such as assumptions of female dependency and nurtur-



ance and male superiority and privilege, and external factors such as homophobia, sexual discrimination, and sexual harassment influence the explicit and implicit choices made by women who enter into dual-career relationships. Gender processes are influential in women's career development irrespective of an individual woman's sexual orientation. Yet these perspectives necessarily differ for lesbian and heterosexual women in dual-career families because of the structural differences associated with the gender of their respective partners. Those counselors who conduct career counseling for women wanting careers and family life are engaging in an exciting and complex process that, done well, can enhance the lives of the women and men they counsel as well as their own lives as individuals and as members of a changing society. (ABL)

**ED 348 602** CG 024 420  
**Health Care Reform: How Do Women, Children, and Teens Fare? Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session.**

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families. Report No.—ISBN-0-16-038986-0  
Pub Date—5 May 92  
Note—234p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC12 Plus Postage.**  
Descriptors—Adolescents, \*Child Health, Children, \*Females, Government Role, \*Health Insurance, \*Health Services, Hearings, Public Policy  
Identifiers—Congress 102nd

Testimony of a hearing on health care reform, especially as it relates to women, children, and adolescents, is presented in this document. Statements and/or materials by these Representatives is included: Bill Barrett, Matthew Martinez, Mike Bilirakis, and Patricia Schroeder. Testimony and/or prepared statements and materials are included from these persons and groups: (1) Sarah Brown, senior study director, National Forum on the Future of Children and Families, Institute of Medicine, National Research Council, Washington, D.C.; (2) Edmund Haislmaier, policy analyst, Heritage Foundation, Washington, D.C.; (3) Robert Johnson, director, division of adolescent medicine, UMDNJ-New Jersey Medical School, Newark, New Jersey, and chair of the Board-The Center for Population Options, Washington, D.C.; (4) Richard Nelson, president, Association for Maternal and Child Health Programs, director, Child Health Specialty Clinics, and associate professor of pediatrics, University of Iowa, Iowa City, Iowa; (5) Kathleen Renshaw, parent accompanied by Marisa Harvey, Encinitas, California; (6) Joan, Mike, and Steven Weaver, Lorton, Virginia; (7) American Academy of Pediatrics, Washington, D.C.; (8) Margaret Feldman, Washington representative, National Forum on the Future of Children and Families, Institute of Medicine/National Research Council, Washington, D.C.; (9) Richard Flyer, chair, Emergency Medical Services for Children Coalition; (10) Steve Freedman, executive director, Institute for Child Health Policy, associate professor of pediatrics and health services administration, University of Florida, Gainesville, Florida; (11) Bob Griss, senior health policy researcher and co-chair, health task force, Consortium for Citizens with Disabilities, United Cerebral Palsy Associations; (12) March of Dimes Birth Defects Foundation; (13) Robert Sweeney, president, the National Association of Children's Hospitals and Related Institutions, Inc., Alexandria, Virginia; and (14) Elaine Walizer, Chagrin Falls, Ohio. (ABL)

**ED 348 603** CG 024 421  
**Randolph, Judy. Normoyle, Janice Bastlin. Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks.**

Pub Date—Nov 90  
Note—8p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Adult Children, \*Family Caregivers,

\*Helping Relationship, \*Parent Child Relationship, \*Sex Differences

To assess the impact of gender and filial relationship on adult children's sense of filial obligation, two studies were conducted. The first determined how typical caregiver tasks are classified. Middle-aged men (N=95) and women (N=95) rated seven representative tasks. There was considerable consensus on the designation of five tasks as being either provider behaviors or personal care. To test the impact of gender and filial relationship on filial obligation middle-aged men (N=80) and women (N=80) in northern Indiana responded to a questionnaire which asked them to indicate to what extent they believed they should undertake each of seven caregiving tasks to assist their mothers/mothers-in-law. Despite high levels of filial obligation respondents discriminated between personal care and those tasks that are provider or ambiguous in nature. In general respondents felt less obligated to perform personal care than other forms of caregiving. Second, main effects for gender emerged with respect to four of the seven tasks. As expected, men felt less obligated to engage in each of the personal tasks as well as less obligated to drive their elders to appointments than did women. Third, main effects for filial relationship emerged for every task but driving an elder to appointments. In each case the obligation to mother-in-law was rated as lower than was the obligation to a mother. (ABL)

**ED 348 604** CG 024 422  
**Drug Abuse and Drug Abuse Research. The Third Triennial Report to Congress from the Secretary, Department of Health and Human Services.**

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—DHHS-Pub-N0-(ADM)91-1704

Pub Date—91

Note—284p.

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Cocaine, \*Drug Abuse, Drug Rehabilitation, Drug Use, Incidence, Mental Disorders, Public Policy, Research Problems, Smoking, Trend Analysis, Use Studies

This report summarizes changes that have occurred in understanding of the health implications of the use and abuse of illegal and legal drugs as a result of research since 1986. It is noted that wherever possible, research findings have been summarized in non-technical language. Some technical material is included because of its basic importance and its relevance to the needs of specialists working on related problems and of those advising lawmakers and other civil authorities on public policy. These chapters are included: (1) "Nature and Extent of Drug Abuse in the United States" which discusses prevalence and consequences of drug use; (2) "Prevention Research" which discusses individual and environmental risk factors; (3) "Treatment Research" which summarizes treatment methods; (4) "Dual Diagnosis: Drug Abuse and Psychiatric Illness" which presents diagnostic issues and treatment strategies for dual disordered patients; (5) "AIDS (Acquired Immunodeficiency Syndrome) and Intravenous Drug Abuse"; (6) "Cocaine and Other Stimulants"; (7) "Marijuana and the Cannabinoids" which discusses health consequences; (8) "Phencyclidine (PCP) and Related Substances"; (9) "Heroin, Other Opiates, and the Immune Function" which focuses on recent research accomplishments; (10) "Sedatives and Anti-Anxiety Drugs"; (11) "Nicotine Dependence"; and (12) "Basic Research on Opioid Peptides and Receptors" which summarizes opioid advances. Bibliographies are included with each chapter. Statistics, tables, and graphs illustrate the report. Author and drug indexes are included. (ABL)

**ED 348 605** CG 024 423  
**Keith, Patricia B. And Others. School Psychologists' Use of Time: Interventions and Effectiveness.**

Pub Date—Mar 92

Note—10p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (24th, Nashville, TN, March 20-24, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Counseling Effectiveness, Counselor Client Ratio, \*Counselor Evaluation, Counselor Teacher Cooperation, Elementary Secondary Education, School Counseling, \*School Psycholo-

gists, \*Teacher Attitudes

School psychologists are currently being called upon to spend more time in direct and indirect interventions to assist students with academic and behavioral problems. This study examined if time used for interventions is related to school psychologists' effectiveness. A group of Iowa school psychologists (N=91), who in turn identified up to three teachers (N=196) with whom they had been involved in implementing direct or indirect interventions to assist students, were surveyed. Psychologists completed a survey which included background information, information about work assignment and number of hours per week allotted for that activity, and information pertaining to three recently completed cases. Teachers completed a survey which included background information, degree of contact with the psychologist, quality of school psychology services, and the effectiveness of each intervention. LISREL was used to test the causal relationship among selected characteristics of the school psychologist, the teacher, the implementation of the intervention, and psychologists' and teachers' perceptions of the effectiveness of the interventions. Teachers' and psychologists' ratings of the effectiveness of the interventions were not consistent. Teachers rated psychologists who spent time involved in direct interventions as more effective than psychologists who spend time involved in indirect interventions. No support was found for the idea that gender or years of experience had an influence on psychologists' ratings by teachers. As case-loads increased time spent on indirect interventions dwindled and time spent on direct interventions significantly decreased. (ABL)

**ED 348 606** CG 024 424  
**Hall, J. Mark. Dissociative Reactions to Incest.**

Pub Date—16 Aug 92

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Counseling Objectives, \*Counseling Techniques, \*Incest, \*Psychopathology  
Identifiers—\*Dissociation

In contrast to Freud's later and revised view of the etiology of hysterical, or dissociative, symptoms, it is now known that real, and not fantasized, sexual experiences in childhood are experienced in dissociative symptomatology. It is useful to understand that incest involves both traumatic events, that is, incidents of sexual violation per se, as well as a larger traumatic developmental context. This context is fraught with invalidation of the child's experience, irreconcilable messages by caretakers, the ongoing threat of further abuse, boundary violations, and severe disruptions in the parent/child attachment process. Given the child's inborn and age-appropriate ability to dissociate, these conditions dispose the child towards developing a dissociative disorder. The adult survivor employs dissociation to manage the memory of childhood abuse. Therapists must be attuned to the dynamics of incestuous families and the ways in which they foster dissociative defenses. This awareness helps therapists appreciate the adaptive nature of clients' dissociation, and also guides interventions towards what will be healing and not re-traumatizing. In the therapy relationship a detailed examination of the client's dissociative process provides clues as to how early abuse scenarios are replayed and re-experienced in the transference, and which need areas have been disrupted by trauma and require attention in the treatment. (ABL)

**ED 348 607** CG 024 425  
**Rapaport, Ross J. And Others. The Recovering Person's Prevention Project**

(R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus.

Pub Date—Sep 92

Note—13p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Alcohol Abuse, \*Alcoholism, \*College Students, Higher Education, \*Prevention, \*Rehabilitation Counseling, \*Social Support Groups

Experience has shown repeatedly that many members of the "recovering community" are very interested and committed to helping to prevent oth-

ers from developing alcohol or other drug problems or in helping those who currently have these problems. However, it is often not evident how members of the "recovering community" can be most helpful on campus and work cooperatively with others interested in reducing alcohol and other drug problems. A program "Recovering Person's Prevention Project" (R3P) which involves recovering students, faculty, staff, administrators, and community members in campus alcohol and other drug programming is described. The R3P provides an opportunity for recovering chemically dependent individuals to support each other and to share their experiences with interested groups and individuals on and off campus. Members: (1) meet at least twice monthly for projects, brainstorming ideas, coordinating programs, and providing support; (2) serve as liaisons to and provide support to the 12-step groups on campus and in the community; (3) coordinate R3P activities with other campus and community alcohol and other drug programs; (4) convene the Alcohol Education Discipline Program groups to serve students; (5) provide panel presentations to campus and community groups; (6) provide some staffing for the Alcohol and Other Drug Education Program at the campus Wellness Resource Center; and (7) provide activities for Alcohol Awareness Month, including participating in the homecoming parade and an awareness day. (Program highlights from the 1990-92 academic years are listed.) (ABL)

**ED 348 608** CG 024 426

Bullis, Ronald K.

**Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3.**

American Counseling Association, Alexandria, VA. Report No.—ISBN-1-55620-101-X; ISSN-1064-2226

Pub Date—93

Note—79p.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$11.95, Order #72303).

Pub Type—Reports - General (140)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Agencies, \*Counseling, \*Counselors, \*Ethics, \*Federal Legislation, \*Government Employees, \*Laws, \*Legal Problems, \*Legal Responsibility, \*Private Sector

This monograph addresses laws that govern the business and management of mental health practices. The preface warns that this book only raises legal issues, concentrates on federal law, and does not exhaust the issues and information on any topic. A glossary of terms such as "burden of proof," "fiduciary," "negligence," and "torts" is presented. These topics are discussed: (1) contracts; (2) advertising; (3) copyright; (4) employment discrimination; (5) sexual harassment; (6) employer vicarious liability; (7) agency; (8) insurance; (9) legal audits; (10) frequently asked questions; and (11) guidelines for practice. A summary notes that counseling is a business and is therefore governed by a host of rules and regulations. It recommends that mental health professionals, both those in business for themselves and those in private agencies and government departments, should stay abreast of the law and its implications for the mental health industry. It cautions that without knowledge of current laws, mental health practitioners are vulnerable to civil and criminal penalties. Eight discussion questions are presented. Suggested readings are listed. References are included. (ABL)

**ED 348 609** CG 024 427

Gati, Itamar

**Gender Differences in the Readiness To Accept Career Compromise.**

Pub Date—Jul 92

Note—16p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adults, \*Attitudes, \*Career Choice, \*Foreign Countries, \*Sex Differences

Identifiers—\*Compromise, Israel

Most career decisions involve compromises. The need to compromise can be attributed to the fact that the characteristics of the options in the occupational world do not necessarily match the ideal career image of the career decision maker. This study

examined the readiness to compromise and the content of compromise in 1,252 deliberating women and 751 deliberating men who used "MESHIIV"—a computer-assisted career decision making system. Participants were aged 18 or older. The participants used MESHIIV in one out of eight locations in Israel. Compromise was defined as the readiness to accept a range of levels instead of only the optimal level and as being indifferent with respect to certain complex aspects of regarding them "essential," "desirable," "indifferent," "undesirable," or "unacceptable." The findings revealed only a relatively few, small, yet interpretable differences between men and women in the readiness to accept career compromises. These differences in the readiness to compromise reflect differences in preferences. Specifically, gender differences were observed in complex aspects where one of the groups expressed a tendency for "unacceptable" (e.g., men were not willing to accept "providing mental help," whereas women expressed "unacceptable" for "using technical skills"), whereas the other group a tendency for "desirable" or "undesirable" in those same aspects. A tendency to report "desirable" or "undesirable" in one group (e.g., "teaching" for women) and "indifferent" in the other group (e.g., "teaching" for men) was also observed. (ABL)

**ED 348 610** CG 024 428

Gati, Itamar

**Computer-Assisted Career Counseling: Inherent Contradictions, Problems, and Prospects.**

Pub Date—Jul 92

Note—33p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Career Counseling, \*Career Guidance, \*Counseling Effectiveness, \*Foreign Countries

Identifiers—\*Computer Assisted Career Guidance, Israel

Computer-assisted career guidance systems (CACGS) are one of the tools used by career counselors to facilitate the career decision making process of deliberating counselees. These systems are characterized by some inherent contradictions and face problems which must be solved or circumvented in order to increase their usefulness. Considering the apparent advantages CACGS one may ask why they are not used even more widely. A possible answer to this question is that many systems face difficulties which may impair their potential benefits. These difficulties can be attributed to some inherent contradictions which characterize CACGS. Relevant issues include problems concerning the occupational database; the complexity of the career decision making process; the effectiveness of the dialogue; and the context in which the CACGS is embedded. Acknowledging the existence of these contradictions and understanding the inherent problems in them is a necessary step in overcoming, circumventing, or at least minimizing them. In fact, many of the problems characterizing CACGS are also inherent in traditional face-to-face career counseling. Career counselors, as well as future practitioners who are presently students, must become aware of these problems in order to better utilize the potential of CACGS. (ABL)

**ED 348 611** CG 024 429

Portes, Pedro R. And Others

**Family Functions and Children's Post-Divorce Adjustment.**

Pub Date—91

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adjustment (to Environment), \*Divorce, \*Elementary School Students, \*Elementary Secondary Education, \*Family Environment, \*Family Problems, \*Predictor Variables, \*Secondary School Students, \*Test Validity

Divorce is common phenomenon in the lives of many persons today. It changes the structure of the family and, in so doing, changes the lives of the couples involved and presents the children of divorce with their own set of adjustment issues. This study examined the literature on children's overall adjustment to divorce. Subjects (N=102) were recruited from 15 elementary, middle, and public high schools in a mid-south urban area. A stepwise multiple regression analysis was used in order to determine the relative contribution of each of the family functioning variables to children's adjustment in specific areas. The family's role in facilitating overall competence, the effect divorce can have on such development, and suggestions for mediating the negative impact of divorce on the child's adjustment level were explored. In order to determine which dimensions of family dynamics are most associated with child socio-emotional adjustment, data from the Child Behavior Checklist, the McMaster Family Assessment Device (FAD), and the Divorce Adjustment Inventory (DAI) were collected and analyzed. Three family subscales of the FAD (Roles, Behavior Control, and Affective Involvement) and two risk factors from the DAI (Child's Reaction and Insight into the Divorce and Conflict) were found to be significant. A systems approach to understanding divorce appears useful in assessing initial risk as well as the effectiveness of various program components. (ABL)

ED 348 612 CG 024 430

**Juvenile Justice and Delinquency Prevention Amendments of 1992. Report To Accompany H.R. 5194, Including Cost Estimate of the Congressional Budget Office. House of Representatives, 102d Congress, 2d Session.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-R-102-756

Pub Date—92

Note—95p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Delinquency, \*Delinquent Rehabilitation, \*Federal Legislation, \*Federal Programs, \*Youth Problems

Identifiers—Juvenile Justice Delinquency Prev Act Amend 1992

This document reports on the Juvenile Justice and Delinquency Prevention Amendments of 1992. The texts of the following amendments and provisions are presented: Title I—Amendments to the Juvenile Justice and Delinquency Prevention Act of 1974; Title II—Amendments to the Runaway and Homeless Youth Act; Title III—Amendment to the Missing Children's Assistance Act; Title IV—Amendment to the Child Abuse Prevention and Treatment Act; and Title V—General Provisions. The rest of the document is divided into the following sections: (1) a discussion of the background and need for legislation; (2) an explanation of the bill; (3) an oversight statement; (4) an inflationary impact statement; (5) oversight finding and recommendations of the Committee on Government Operations; (6) a Congressional Budget Office estimate of the cost of the legislation; (7) Committee Estimates; (8) a section-by-section analysis of the bill; (9) a section on the views of the Department of Health and Human Services; and (10) a report of the changes in existing law made by the bill with the changes shown in italic. (ABL)

**ED 348 613** CG 024 431

Tobias, Joyce M.

**Kids & Drugs: A Handbook for Parents and Professionals. Second Edition.**

Report No.—ISBN-0-9616700-3-7

Pub Date—Aug 89

Note—135p.

Available from—Panda Press, 4111 Watkins Trail, Annandale, VA 22003-2051 (\$6, quantity discounts).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Adolescents, \*Alcohol Abuse, \*Drug Abuse, \*Drug Addiction, \*Drug Education, \*Parent Child Relationship, \*Substance Abuse

This book presents information on drug abuse and adolescents for parents and professionals. The first chapter discusses today's drug culture, tracing the evolution of drug use from the 60s, through the 70s, 80s, and 90s. The second chapter discusses adolescent chemical use. It includes a check list for signs and symptoms; description of drug paraphernalia; discussion of the progression of chemical use; discussion on how each family member suffers; and a discussion of intervention and treatment. The third chapter discusses the mind-altering drugs: the gateway drugs; alcohol; marijuana; cocaine and other stimulants; inhalants; depressants; hallucinogens; phenylcycidine; narcotics; designer drugs; over-

the-counter drugs; look-alikes; anabolic steroids; and effects of drugs on the fetus. The fourth chapter discusses prevention in the family. The fifth chapter discusses parent groups, including the beginning of the movement, parent peer groups, self-help support groups, community action groups, the story of PANDAA, and how to get a group started. A resource section includes a reading list; a list of community resources; a list of school resources; a list of 12 step programs; advice on evaluating drug literature; letter writing tips; suggested guidelines for parents and parent pledge; advice on locating runaways; a list of national tollfree hotlines; a discussion of PANDAA philosophies; and an addict's prayer. (ABL)

**ED 348 614** CG 024 432

*Galaz-Fontes, Jesus Francisco And Others*  
**Leadership May Provide the Means of Moving Up in Adult Moral Developmental Stages.**

Pub Date—Apr 92

Note—17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, Cultural Influences, Educationally Disadvantaged, Foreign Countries, High Schools, High School Students, Individual Development, \*Moral Development, Socioeconomic Influences

Identifiers—Mexico

Although Kohlberg and others have proposed that various social psychological and cultural factors may influence a person's level of moral reasoning, most work in this area has been conducted among relatively well educated persons in so called advanced societies. These two studies investigated stages of reasoning about moral dilemmas among nonliterate and unschooled adults in a rapidly changing society in a Mexican border city. Uneducated adults (N=34) participated in the first study. Dilemmas in which two or more principles were at stake were presented. The study located people functioning at stage 3/4 (the stage of formal operations). These persons differed from others in terms of exposure to different cultural and organizational contexts and responsibility for others' welfare as leaders. Based upon the hypotheses derived from this first study the second used a 2 by 2 by 2 factorial design to examine moral reasoning among high and low socioeconomic status Mexican high school students (N=30), with high or low contact with another culture, who were or were not identified as leaders. As predicted, results suggested that higher socioeconomic status and leadership are associated with higher stages of moral reasoning. For leaders, crosscultural contact facilitated reasoning at a higher stage. For nonleaders, it did not. Crosscultural contact by itself had no effect. (Author/ABL)

**ED 348 615** CG 024 433

*Barrs, Steve And Others*  
**Winning. A Student Notebook and A Teacher's Guide.**

Northwest Territories Dept. of Education, Yellowknife.

Pub Date—87

Note—104p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Decision Making, Elementary School Students, Foreign Countries, Intermediate Grades, Language Acquisition, Nontraditional Education, \*Self Esteem

Identifiers—Canada, Northwest Territories, \*Winning

The stated goal of this student notebook and teacher's guide are: (1) to develop in students an understanding of the concepts related to becoming a well-adjusted human being who can feel "ok" about himself/herself and "ok" about others; (2) to develop in students decision making and problem solving skills related to the concept of winning; (3) to develop in students an attitude which fosters the concepts that students are responsible for their own actions; and (4) to reinforce the language that the students require to understand and to talk/write about this topic. The unit is designed for alternative programs students at a grade level of approximately grades 4-6. It uses the language development approach. These units are included: (1) We Can Be Winners in Many Ways; (2) Winning Can Be an Individual Effort, A Team Effort or Both; (3) If You

Think about It, You May Be a Winner Even When It Seems You're Not; (4) Sometimes When You Think You Are a Winner You May Not Be; (5) Feel Good about Yourself When You Win, But Consider the Feelings of Others; (6) When Others Win They Should Consider Your Feelings; (7) Sharing Your Winning with Others Makes You a Bigger Winner; and (8) Everyone Can Do Things To Become More of a Winner. (ABL)

**ED 348 616** CG 024 434

*Carrier, Lauren A.*  
**Assisting High School Seniors Who Have Not Made Post Graduation Plans through the Use of Individual and Group Guidance Exercises.**

Pub Date—92

Note—55p.; Ed.D. Practicum Report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Career Choice, \*Career Guidance, Decision Making, Group Counseling, High Schools, \*High School Seniors, School Counseling

This practicum was designed to assist high school seniors who had not made decisions about what they would do after graduation. A series of group and individual guidance experiences was developed to provide students with self-knowledge, and knowledge about the options available to them, in order to provide them with the means to develop a plan of action for after high school. A program was developed which consisted of a series of group and individual sessions which incorporated the use of the "Discover" computer-assisted career exploration program and materials taken from the "Discover for High Schools Career Planning Guidebook." After completing the "Discover" program and exercises with a group of high school seniors who were undecided as to their post-high school plans, a series of tours of local training and employment sites were conducted. The tours were accompanied by group sessions in which the information obtained from each tour was incorporated into each student's post-graduation plan. Analysis of the data revealed that all 15 participants in the career decision making group were able to list a specific plan of action for after graduation, including a time frame, and short-term goals, where appropriate. Some students had already taken action to begin their plan prior to graduation. (Author)

**ED 348 617** CG 024 435

*Commons, Michael L. And Others*  
**Institutional Atmosphere, Individual Development, and the Higher Moral Stages.**

Pub Date—Apr 92

Note—14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Faculty, Colleges, College Students, Higher Education, Individual Development, \*Institutional Environment, \*Moral Development, Organizational Development

Institutional atmosphere forms the context of reasoning in an institution and defines the relationship between the individual and the organizational framework of the institution. The hierarchical complexity of the institutional dilemmas solved by people interacting in that institution defines the stages of reasoning embodied in the atmosphere. The stage of reasoning by individuals interacts with the stage of atmosphere particular to an institution. The contingencies embodied in atmosphere are the relationships between what a person does in a situation and what outcome occurs. These rules are sometimes called reinforcement contingencies when the outcome increases the likelihood of the behavior, and punishment contingencies when they reduce the likelihood of the behavior. Individual choice creates, and is created by, the contingencies and their settings within the social group. In this study the stage of statements from open ended interviews with key individuals (N=28) who teach or study ethics at Harvard University (Massachusetts) were assessed. Stage was assessed using the General Stage Scoring System, which in turn was based on the General Stage Model (Commons & Richards). Included in the interview were adaptations of Armon's Good Life Instrument, a dilemma constructed from an actual incident, and the Heinz dilemma (Colby & Kohlberg). Stage ranged from 4

to 5, suggesting that the institutional atmosphere of the university may not reinforce individual development to the highest stages but rather may tend to limit it at the systematic stage. (Author/ABL)

**ED 348 618** CG 024 436

*America's Families: Conditions, Trends, Hopes and Fears. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session.*

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families. Report No.—ISBN-0-16-038919-4

Pub Date—19 Feb 92

Note—292p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—\*Family (Sociological Unit), Family Problems, Family Programs, Hearings, Public Policy, Trend Analysis

Identifiers—Congress 102nd

The text of a hearing on American families is presented in this document. Comments by Representatives Patricia Schroeder, Bob McEwen, Michael Bilirakis, Frank Wolf, and Jim Bacchus, as well as Senator John D. Rockefeller, IV, are presented. Testimony and/or prepared statements and materials are included from these persons: (1) Gary L. Bauer, president, Family Research Council, Washington, D.C.; (2) David Blankenhorn, president, Institute for American Values, New York, New York; (3) Vincent Breglio, president, RSM, Inc., Lanham, Maryland; (4) Greg Duncan, program director, Survey Research Center, University of Michigan, Ann Arbor, Michigan; (5) Donald Hernandez, chief, Marriage and Families Statistics Branch, Population Division, Bureau 20 of the Census, U.S. Department of Commerce, Washington, D.C.; (6) Ceinda Lake, vice president, Greenberg-Lake, Washington, D.C.; (7) Thomas Plewes, Associate Commissioner for Employment and Unemployment Statistics, Bureau of Labor Statistics, U.S. Department of Labor; (8) Robert Rector, policy analyst for Family and Welfare Issues, The Heritage Foundation, Washington, D.C.; (9) Judith Weitz, KIDS COUNT Coordinator, the Center for the Study of Social Policy, Washington, D.C.; (10) Jason Zimber, Nickelodeon Show "Clarissa Explains It All," New York, New York; (11) William Archer III, M.D.; and (12) Frances McNaught of the U.S. Department of Labor. (ABL)

**ED 348 619** CG 024 437

*Rogers, James R.*  
**Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model.**

Pub Date—6 Apr 90

Note—15p.; Paper presented at the Annual Ohio State Conference on Aging (13th, Columbus, OH, April 6, 1990).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adults, \*Career Change, \*Midlife Transitions, Models, Psychological Characteristics, \*Self Concept, \*Theories

The existential theory of radical mid-life career change is a theory focusing on work salient individuals around the age of 35 and beyond who have previously established a career path and who are in a position to alter that path due to minimal environmental constraints. The theory postulates that at around this age the realization of the finite quality of one's life begins to intrude into consciousness. As a response to this intrusion, each individual implicitly or explicitly chooses to deny the existence of these thoughts and their implications or to engage in a process of coming to terms with personal mortality and its significance to the remaining years of life. Choosing an acceptance strategy results in a fundamental change in one's self-concept which leads to a life evaluation process. Subsequent to the life evaluation process is an occupational evaluation process which leads to a judgment of its congruence or incongruence with the reformulated self-concept. If one concludes that the present occupation is congruent with the reformulated self-concept, stability of the established career path is predicted. Conversely, a conclusion of incongruence of the present occupation with the amended self-definition pro-



duces an internal motivation towards congruence resulting in a radical career change. The implications of this theory for assisting voluntary mid-life career clients seem appropriate within the context of extant empirical evidence. (ABL)

**ED 348 620** CG 024 438

Horion, Lowell

**Developing Effective Drug Education Programs.**

Fastback 332.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-332-8

Pub Date—92

Note—40p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25 each, quantity discounts).

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Alcohol Abuse, \*Drug Abuse, \*Drug Education, Elementary School Students, Elementary Secondary Education, Program Design, \*Program Effectiveness, Secondary School Students, Social Attitudes, Substance Abuse

This booklet discusses obstacles to effective drug education programs and suggests components that should be included in order to ensure effective programs. The first section presents six questions to ask of one's drug education program, noting that a poorly conceived program can do more harm than good. The second section focuses on convincing students to delay beginning use of alcohol. Ten warning signs of drug and alcohol use are presented in the third section. These signs range from a drop in grades to a display of obvious behavior associated with intoxication or drug use. The fourth section discusses confronting social attitudes toward alcohol use. This section describes myths associated with alcohol use and the distorted messages which children receive from beer commercials. The fifth section provides the following suggestions for designing effective drug education programs: (1) articulate goals of the program; (2) focus on the gateway drugs; (3) start early; (4) plan a comprehensive program; (5) provide teacher instruction; (6) mobilize positive peer pressure; (7) involve parent networking; and (8) build evaluation into the program. An annotated bibliography of references and resources is included. (ABL)

**ED 348 621** CG 024 439

Weinberger, Susan G.

**How To Start a Student Mentor Program. Fastback 333.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-333-6

Pub Date—92

Note—44p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25 each, quantity discounts).

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Mentors, Program Design, \*School Community Relationship

Identifiers—\*Norwalk Mentor Program CT

This booklet discusses mentoring in general, describes a particular mentoring program, and describes mentoring efforts around the country. The first section about mentoring in general focuses on mentoring as an old idea and current trends in mentoring. The next section describes the Norwalk Mentor Program in Connecticut which began in 1986 as an outgrowth of a well-established adopt-a-school program. The six-step process used to begin and maintain this program and to evaluate the success of the relationship between mentors and students is presented. These steps involve: (1) recruitment and screening; (2) orientation and training; (3) matching mentors and students and responsibilities; (4) weekly sessions; (5) evaluation; and (6) year-end celebrations and renewal. The buddy system, transfers and moves, summer activities, family involvement, and new directions for Norwalk's mentor program are also described. The third section presents an overview of mentoring efforts around the country. Also included are: a resource list; sample recruitment letter; sample mentor profile; mentor pledge; sample mentor agreement; sample teacher request for a mentor; sample parent permission letter; sample mentor evaluation form; and references. (ABL)

**ED 348 622** CG 024 440

Duckensfield, Marty Swanson, Lorlei

**Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report.**

National Dropout Prevention Center, Clemson, SC.

Pub Date—Jun 92

Note—31p.

Available from—Publications Department, The National Dropout Prevention Center, 205 Martin St., Clemson University, Clemson, SC 29634-5111.

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*At Risk Persons, \*Dropout Prevention, Elementary Secondary Education, Program Content, Program Effectiveness, \*Teaching Methods

Identifiers—\*Service Learning

Service learning has been found to be a potentially powerful dropout prevention tool. Service learning combines community service with learning activities. Participating students must be engaged in significant, well-planned, and genuine service. Second, they must reflect on their experiences of serving others to ensure a complete learning experience. These requirements are vital to a successful service learning experience. Many favorable outcomes occur in each of the following developmental areas through participation in service learning activities: personal growth; social growth; intellectual growth; citizenship; and preparation for the world of work. Service learning can be integrated into the organizational structure of a school through four progressively complex levels of implementation: extracurricular; curricular unit; mandatory or elective courses; and school-wide integration. Essential components of service learning include preparation, action, and reflection. The service learning continuum can be implemented at all grade levels. Research has shown that the integration of service learning into the school curriculum is an extremely effective strategy in meeting the many developmental needs of all students. Service learning is a teaching methodology that revitalizes the classroom and provides the kind of learning and experiences students need to lead a successful life. (ABL)

**ED 348 623** CG 024 441

Smith, Robert L. Stevens-Smith, Patricia

**Family Counseling and Therapy: Major Issues and Topics.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-045-X

Pub Date—92

Contract—R188062011

Note—471p.

Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (\$26.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC19 Plus Postage.**

Descriptors—Counseling Techniques, Counseling Theories, Counselor Training, \*Family Counseling, Family Relationship

Identifiers—\*Family Therapy

The six chapters of this book on family counseling and therapy focus on healthy family functioning; marriage and family counseling theories; the practice of marriage and family counseling; training marriage and family counselors/therapists; issues and topics in family therapy; and images and projections for the future. The 33 articles distributed among the 6 chapters include the following: (1) "A Critique of Healthy Family Functioning" (R. Smith and P. Stevens-Smith); (2) "Healthy Family Functioning: The Other Side of Family Pathology" (S. Wilcoxon); (3) "Family Counseling: Principles for Growth" (J. Carlson and D. Fuller); (4) "Marital and Family Therapy: Direction, Theory, and Practice" (R. Smith); (5) "Couple and Family Counseling" (M. Stoltz-Loike); (6) "Adlerian Family Therapy" (D. Dinkmeyer and D. Dinkmeyer, Jr.); (7) "Brief Family Therapy" (T. Todd); (8) "The Practice of Marriage and Family Counseling" (R. Smith and P. Stevens-Smith); (9) "The Use of Strategic Family Therapy in the School Setting: A Case Study" (G. Stone and B. Peeks); (10) The Use of Circular Questioning in Marriage and Family Counseling/Therapy" (R. Smith, J. Griffin, K. Thys, and E. Ryan); (11) "The Genogram as Process" (R. Beck); (12) "Gender Issues in Training: Implica-

tions for Counselor Training Programs" (P. Stevens-Smith); (13) "Building Intensive Simulations in Family-Therapy" (R. Rich and D. Sampson); (14) "Family Sculpting in the Training of Marriage and Family Counselors" (L. Costa); (15) "Marriage and Family Counseling in Counselor Education: National Trends and Implications" (S. Gladding, M. Burgraf, and D. Fenell); (16) "Teaching Family Therapy in an Academic Counselor Training Program: A Productive Paradox" (M. Ham); (17) "Adding a Family Counseling Training Component to a Community Agency Counseling Master's Degree" (R. Sheverbush and D. Ward); (18) "A Systemic View of Family Therapy Ethics" (D. Wendorf and R. Wendorf); (19) "Research in Marriage and Family Therapy" (D. Fenell and B. Weinhold); (20) "Dilemmas of Power and Equality in Marital and Family Counseling: Proposals for a Feminist Perspective" (C. Enns); (21) "Remarriage Myths: Implications for the Helping Professions" (M. Coleman and L. Ganong); (22) "Considerations for the Treatment of Marital Violence" (L. Costa and D. Holliday); (23) "The AIDS Family: An Emerging Issue" (L. Bradley and M. Ostrovsky); and (24) "Future Projections for Marriage and Family Counseling and Therapy" (R. Smith and P. Stevens-Smith). (ABL)

**ED 348 624** CG 024 442

Sanborn, Robert D.

**Internationalizing Career Planning: A New Perspective for College Career Centers.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-043-3

Pub Date—92

Contract—R188062011

Note—82p.

Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (\$9.95).

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—College Students, \*Guidance Centers, Higher Education, \*International Education, International Programs, \*Overseas Employment Programs and resources to assist college students who are seeking international careers and other international opportunities are described in this monograph. The first chapter focuses on internationalism and American education, discussing American international illiteracy, foreign language study, and international education. The second chapter discusses international programs in American institutions of higher education. The third chapter describes the international career center, including specific discussions of the Career Center at Columbia University's School of International and Public Affairs and Rice University's Career Services Center. The fourth chapter discusses program development, including establishing a need and administrative base for the program, program promotion, program evaluation, and vision for change. The fifth chapter discusses components of the internationalized career center. The sixth chapter discusses potential problems of internationalization, including budgetary concerns, insufficient support from the university administration, the student body, and the faculty, and problems concerning travel funds. The seventh chapter describes future trends in internationalization. A list of 65 references is included. The appendix lists publications of interest to the international career seeker; resources for an international career library; top international programs; international directories; and addresses of Chambers of Commerce. (ABL)

**ED 348 625** CG 024 443

Robinson, Edward H. And Others

**Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-041-7

Pub Date—92

Contract—R188062011

Note—176p.

Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan,



Ann Arbor, MI 48109-1259 (\$16.95).  
 Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Anxiety, \*Coping, Elementary Education, \*Elementary School Students, \*Fear, High Risk Students, \*Stress Variables

How fears, phobias, anxiety and stress develop in elementary school students and how these students can be assisted in coping with fears and stress are discussed in this book. Part 1, "Discussion and Activities," contains six sections. Section 1 presents an overview of fears, and stress in children. Section 2 presents 12 fear-specific activities including "shadows" and "fantasy trip." Section 3 presents 27 fear prevention activities including "success a day," "feeling masks," and "who's in the bag?" Section 4 presents four stress reducing activities including relaxation exercises and relaxation scripts. Section 5 presents four high-risk student activities including personal crisis management and systematic desensitization. Section 6 contains four appendices including a counseling model for helping the fearful child, a bibliography of children's fears, and a resource list. Part 2, the facilitator's guide, suggests strategies and procedures for the following workshop sessions: (1) introduction; (2) primary prevention; (3) school and classroom activities; (4) helping high risk children; (5) helping children during a crisis; (6) helping children who are not coping well; (7) stress/fear and the family; and (8) developing an action plan. The appendix includes a fear and stress survey; additional handouts, and classroom activities for children exposed to a violent event. (ABL)

**ED 348 626** CG 024 444

Feller, Richard W. And Others

**Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Review of Literature.**

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—92

Contract—VN90003001

Note—77p; For other documents in this series, see CG 024 445-450.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Basic Skills, \*Counselor Role, \*Counselor Training, Elementary Secondary Education, School Counseling, \*School Counselors, Student Needs, Teacher Role, Trend Analysis

This literature review addressing school counselor education is divided into four chapters. The first chapter contains an introduction describing the nature and purposes of the review and concludes with a presentation of the problem statements, focus questions, and technical information that guided the review process. It is noted that five questions guided the preparation of this literature review: (1) What are the basic skills? (2) What is integration? (3) How can educators of school counselors prepare counselors to help students acquire the basic skills? (4) What is the counselor's role in helping students learn planning skills? (5) What is the counselor's role in helping teachers integrate academic and vocational curricula? The second chapter contains information about how the review was conducted. It is noted that regrettably only a handful of empirically based manuscripts appeared in the preliminary screening of the literature, and these were largely descriptive surveys. The third and by far the longest chapter presents the results of the review and is organized around seven focus questions; these expand on the original five questions cited earlier by adding two more explicitly addressed to basic skills acquisition in persons about to enter the workforce and variations in the degree to which such persons possess those skills. This chapter takes up each of the seven suggestions in turn and discusses each in detail. The fourth chapter summarizes the results and includes recommendations relating to issues critical to school counselor education. This chapter stresses that report after report expressed concern that the old basic skills, the ability to read, write, and compute, even if developed to once satisfactory levels, are no longer sufficient for the workplace of the 1990s and beyond. A list of 218 references concludes the document. (ABL)

**ED 348 627** CG 024 445

Feller, Richard W. Daly, Joseph L.

**Counselor Role and Educational Change: Planning,**

RIE JAN 1993

**Integration, and Basic Skills. Book 1: Instructor's Manual.**

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—92

Contract—VN90003001

Note—43p; For other documents in this series, see CG 024 444-450.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Counselor Role, \*Counselor Training, Curriculum Development, Elementary Secondary Education, \*School Counseling, \*School Counselors

This instructor's manual provides background information and critical resources needed to use the curriculum "Counselor Role and Educational Change: Planning, Integration, and Basic Skills." Counselor educators, instructors, and staff developers are encouraged to review the Instructor's Manual before using any material or lessons within the curriculum. It is noted that the curriculum is designed to be used either as a stand-alone course, as a self-directed independent study, or as a staff development effort. After a project overview these topics are covered: (1) how the curriculum was developed; (2) site visit report which presents seven important elements to consider when developing counselor education materials; (3) areas of emphasis in the curriculum; (4) key principles of curriculum development; (5) the counselor education curriculum; (6) guide to lesson categories (perennial problem, practical problem, justification for lesson, learner outcomes, instructor resources, teaching-learning interaction, debriefing strategies, additional resources, individual learning plan, transparencies and handouts); (7) practical problems; and (8) learner outcomes. Handouts for students are included in a section of instructor's resources. (ABL)

**ED 348 628** CG 024 446

Daly, Joseph L. Feller, Richard W.

**Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors to Serve Diverse Students.**

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—92

Contract—VN90003001

Note—59p; For other documents in this series, see CG 024 444-450.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Counselor Role, \*Counselor Training, Elementary Secondary Education, High Risk Students, Minority Groups, \*School Counseling, \*School Counselors, Special Needs Students

This document presents lessons designed to prepare counselors to serve diverse students. The first lesson focuses on societal trends and the status of youth. The second lesson focuses on the status of youth and basic skills acquisition. The third lesson, on special populations, explores attitudes of school counselors toward particular groups in society and the whole issue of societal diversity in general. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying the content in an individualized program. (ABL)

**ED 348 629** CG 024 447

Daly, Joseph L. Feller, Richard W.

**Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.**

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—92

Contract—VN90003001

Note—85p; For other documents in this series, see CG 024 444-450.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Basic Skills, \*Counselor Role, \*Counselor Training, Elementary Secondary Education, \*School Counseling, \*School Counselors, Vocational Education

This document presents lessons involving basic skills and the school counselor. The first lesson focuses on tenets and issues of integration of academic and vocational education. The second lesson focuses on helping school counselors understand different integration models, including their purposes, sources of support, and expected outcomes. The premise of the third lesson is that school counselors need to clarify their role in helping students plan their coursework in a way that ensures their acquisition of the contemporary competencies now collectively referred to as "basic skills." The fourth lesson helps learners investigate why counselors must argue for applied forms of learning which integrate the best of academic and vocational instructional methods. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for learners studying this content in an individualized program. (ABL)

**ED 348 630** CG 024 448

Feller, Richard W. Daly, Joseph L.

**Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.**

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—92

Contract—VN90003001

Note—61p; For other documents in this series, see CG 024 444-450.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Counselor Role, \*Counselor Training, Elementary Secondary Education, \*Labor Market, \*School Counseling, \*School Counselors, Trend Analysis

This document presents lessons on the counselor's role in helping students plan for success in tomorrow's workplace. The first lesson is designed to help school counselors gather information from a wide range of resources and summarizes the ways in which the workplace is changing. The second lesson focuses on identifying the skills needed to succeed in the changing workplace. The third lesson focuses on labor market projections, helping school counselors to become critical consumers of labor market information and to understand assumptions and factors driving projections. The fourth lesson encourages school counselors to increase their knowledge of the relationship between workers' basic skills and America's competitiveness in the international marketplace. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

**ED 348 631** CG 024 449

Feller, Richard W. Daly, Joseph L.

**Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.**

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—92

Contract—VN90003001

Note—102p; For other documents in this series, see CG 024 444-450.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Career Planning, \*Counseling Services, \*Counselor Role, \*Counselor Training, Elementary Secondary Education, \*Guidance Programs, \*School Counseling, \*School Counselors

the first of four lessons on comprehensive school counseling and guidance programs presented in this document discusses the competencies contained in the National Career Development Guidelines and those promoted by the National Career Development Association and the American School Counselor Association. The second lesson helps counselors know how and why to promote comprehensive counseling and guidance programs built on educational-developmental principles. The third

lesson explains the concepts of comprehensive counseling and guidance programs, in the hope of encouraging counselors to actively promote greater implementation of these programs in schools. The fourth lesson allows counselor education students to practice developing life and career plans. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

**ED 348 632** CG 024 450

Daly, Joseph L. Feller, Richard W. **Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.** Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. Pub Date—92. Contract—VN90003001. Note—97p. For other documents in this series, see CG 024 444-449.

Pub Type—Guides - Classroom - Teacher (052) **EDRS Price - MF01/PC04 Plus Postage.** Descriptors—Counseling Services, \*Counselor Role, \*Counselor Training, \*Educational Change, Elementary Secondary Education, Professional Development, \*School Counseling, \*School Counselors.

This document presents lessons on educational change and counselor renewal. The first lesson helps learners understand the issues being presented in the area of school reform, and the implications of addressing those issues. The second lesson helps school counselors understand where counselors and comprehensive school counseling and guidance programs fit in the context of educational change. The premise of the third lesson is that school counselors need to accept responsibility for their own professional development and renewal if they are to fulfill the requirements of their expanded role. The fourth lesson helps counselors to identify and analyze the best counseling programs and practices and use their findings to improve counseling and guidance. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

**ED 348 633** CG 024 451

Walz, Garry R. Bleuer, Joanne C. **Student Self-Esteem: A Vital Element of School Success. Volume 1.** American School Counselor Association. Alexandria, VA; Counseling and Personnel Services, Inc., Ann Arbor, MI. Report No.—ISBN-1-56109-044-1. Pub Date—92. Note—467p.

Available from—Counseling and Personnel Services, P.O. Box 1403, Ann Arbor, MI 48106 (\$29.95 each, quantity discounts).

Pub Type—Collected Works - General (020) — Guides - General (050) **EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Achievement, Behavior, Career Development, Counselor Role, Elementary School Students, Elementary Secondary Education, High Risk Students, \*Influences, Learning Disabilities, School Counseling, Secondary School Students, \*Self Esteem, Substance Abuse, Teacher Role.

This monograph presents 61 articles, complemented by introductory and summary material, on the topic of student self-esteem. Some of the articles have appeared previously in journals and were published from 1980s to 1992. The articles are grouped into 17 chapters with the following titles: (1) How This Book Will Help You to Help Students Build Their Self-Esteem; (2) Self-Esteem—What It Is—Why It Is Important; (3) Self-Esteem and Its Effect on Academic Performance; (4) The Self-Esteem of Students At-Risk; (5) How Self-Esteem Influences Students' Personal and Social Behavior; (6) Self-Esteem as a Deterrent to Drug and Alcohol Abuse; (7) Career Development and Self-Esteem; (8) The Influence of Gender and Age on Self-Es-

teem; (9) The Influence on Culture, Race, and Ethnic Group on Self-Esteem; (10) Parent and Family Impact on Self-Esteem; (11) School and the Development of Student Self-Esteem; (12) The Self-Esteem of Gifted and Learning Disabled Students; (13) Assessing Student Self-Esteem; (14) A Potpourri of Programs and Practices for Enhancing Student Self-Esteem; (15) Counselors' and Teachers' Roles in Enhancing Self-Esteem; (16) Locating Exemplary Self-Esteem Resources; and (17) The Counselor and Teachers as Catalysts for Enhancing Student Self-Esteem. (ABL)

**ED 348 634** CG 024 452

Dick, David. **And Others. Behavior Challenges: A Shared Approach.** Alberta Dept. of Education, Edmonton. Report No.—ISBN-0-7732-0712-0. Pub Date—92. Note—108p.

Pub Type—Guides - Non-Classroom (055) **EDRS Price - MF01/PC05 Plus Postage.** Descriptors—Administrators, Behavior Change, \*Behavior Disorders, \*Behavior Problems, Elementary School Students, Elementary Secondary Education, Foreign Countries, Parent Role, Secondary School Students, Teachers. Identifiers—Canada.

This guide is designed to assist educators in meeting behavior challenges by focusing on four key areas that impact significantly on behavior in schools: (1) communication: the process of making one's feelings and opinions known to others and discovering the feelings and opinions of others; (2) expectations: the academic, behavioral, attitudinal, and emotional performance anticipated to be exhibited by individuals; (3) issues: exhibited attitudes or behaviors that are symptoms of more deeply-rooted problems; and (4) values: qualities that have worth, usefulness, importance, and desirability. Each individual section of the document is devoted to one of these groups: teachers; administrators; parents; and students. Each section includes an introduction, communication skills checklist, expectations checklist, issues checklist, values checklist, and strategies, approaches, and activities designed to assist teachers in dealing with different kinds of behavior problems. The last section of the manual gives guidance to school personnel regarding assistance for severely behavior-disordered students. It includes the kind of information the school should make available to agencies; how to access specialized services; the type of assistance to look for from outside agencies; and the role of the parent(s) in an out-of-system referral. (ABL)

**ED 348 635** CG 024 453

Sullivan, Cheryl Granade. **How To Mentor in the Midst of Change.** Association for Supervision and Curriculum Development, Alexandria, VA. Report No.—ISBN-0-87120-191-7. Pub Date—92.

Note—46p. Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1403 (\$6.95 each, Stock # 611-92015).

Pub Type—Guides - Non-Classroom (055) **EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Helping Relationship, \*Mentors, Program Content, Program Design, Well Being.

This booklet is designed to provide resources, insights, and descriptions about concepts, approaches, activities, and ideas associated with mentoring. Following a brief introduction, the booklet is divided into five sections. The first section discusses concepts of mentoring, focusing on the ambiguous and fluid nature of mentoring. The second section describes approaches to mentoring, summarizing four specific programs. It also discusses the who, what, when, and where of mentoring programs. Activities for mentoring are discussed in the next section. These include determining goals; listening; building rapport; sharing information and sources; laughing and crying; speaking the native tongue; challenging for high achievement; identifying strengths and weaknesses; coaching for development; providing appropriate support; developing the mentoring abilities of others; and redefining the mentor's role. Ideas and ideals for mentoring are discussed in the fourth section, focusing on getting and keeping the vision. The final section discusses making a plan for mentoring. Twenty-two references are included. (ABL)

**ED 348 636** CG 024 466

Halstead, Richard W. **And Others. College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors.**

Pub Date—Aug 90. Note—19p; Poster presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990). Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143).

**EDRS Price - MF01/PC01 Plus Postage.** Descriptors—Acquired Immune Deficiency Syndrome, Behavior Patterns, \*College Students, Higher Education, \*Knowledge Level, \*Sexuality, \*Student Attitudes.

Identifiers—\*Risk Taking. Preventing the spread of the Acquired Immune Deficiency Syndrome (AIDS) among sexually active adolescents and adults has become a primary social concern. This study was designed to investigate the following areas relevant to safer and unsafe sexual behavior among college students: knowledge and practice; personal risk assessment; and risk tolerance. Undergraduate college students (N=100) were surveyed concerning components of knowledge and practices related to safer sexual behavior, risk assessment for Human Immune Virus (HIV), and general life style risk behaviors. One of the most significant findings was that while college students had an understanding of the global, rudimentary facts pertaining to AIDS and HIV, there is an information gap regarding actual safe-sex behaviors that can lead to the reduction of the risk of HIV transmission. Students clearly assess themselves to be at less risk than either their best friend or an attractive stranger of the opposite sex. No significant relationship was found with regard to high-risk sexual behaviors and high-risk non-sexual behaviors. Since it appears that high-risk sex may be a unique behavior that cannot be predicted from other high-risk areas of a person's life. (ABL)

**ED 348 637** CG 024 467

Malm, Julie R. **Conflict Resolution Strategies: Anger and Aggression in School Age Children.**

Pub Date—May 92. Note—19p; M.Ed. Thesis, Dominican College. Pub Type—Dissertations/Theses - Masters Theses (042) — Information Analyses (070).

**EDRS Price - MF01/PC01 Plus Postage.** Descriptors—\*Conflict Resolution, Elementary School Students, Elementary Secondary Education, \*School Role, Secondary School Students, Trend Analysis, \*Violence.

Violence is escalating nationwide. There is a corresponding escalation in aggressive and violent behaviors. Culture inadvertently supports violence through advertising, social relationships, and politics. There is a serious and continual breakdown in the nuclear family and often the job of parenting is left to the nation's educators. A number of schools are developing conflict resolution programs to combat and reduce these problems. The impact of conflict resolution has been positive. Individual schools and school systems in 30 states are using the San Francisco Community Board Program. Students in some of the major cities are learning how to handle problems in a more constructive manner. Educators hope that by initiating mediation in the early grades, there will be less violence when students reach high school. Students are learning ways to handle conflict, thus paving the way for a more successful future for themselves and the nation. It will be necessary for the education system to radically redefine its purpose if change is going to occur. It can no longer serve as merely an institution which provides information, facts, and formulas for growing minds. It must also embrace the notion that it has become an absent parent as well. It has become the training ground and source of ethics and moral preparation for children, and thus must provide strong models and programs for social behavior. (Author/ABL)

**ED 348 638** CG 024 468

O'Neil, James M. **A Counseling Psychologist in the USSR as a Fulbright Scholar.**

Pub Date—18 Aug 92. Note—27p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Instruction, \*Counseling, \*Foreign Countries, Higher Education, Psychology

Identifiers—Counseling Psychology, \*Fulbright Exchange Program, \*Russia

This paper describes the experience of a counseling psychologist who completed a Senior Fulbright Teaching Lectureship at Moscow State Pedagogical University in Moscow, Russia from February 19 to April 24, 1992. The primary goal of the paper is to provide observations about Russian education, the status of counseling, and life in Moscow 6 months after the failed coup d'état. Secondly, the paper is written to encourage other counseling professionals to apply for Fulbright Awards in Russia and around the world to better internationalize the counseling profession. The author was the first counseling psychologist Fulbrighter to teach Counseling Psychology in Russia and one of the first psychologists to lecture on counseling after the end of the Communist party and the feared KGB. Specific details of the Fulbright experience are enumerated including the author's teaching, research, academic placement, and relationships with Russian colleagues. Personal, professional, and political perspectives of this country in transition are given. (Author)

ED 348 639

CG 024 469

Kenny, Maureen E.

Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women.

Pub Date—Aug 92

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Anorexia Nervosa, \*Bulimia, \*College Freshmen, \*Eating Habits, \*Females, Higher Education, \*Parent Child Relationship, Well Being

In this study the relationship of parental attachment and psychological separation to levels of eating disorder symptoms was examined for a sample of college women (N = 162) from English classes at a private, urban, coeducational Jesuit university in the northeast. Participants responded to the Parental Attachment Questionnaire, the Parental Separation Inventory, and the Eating Disorder Inventory. Consistent with expectations the results suggested that family relationships characterized by secure parental attachment are associated with adaptive psychological functioning and low levels of dysfunctional eating behaviors involving compulsive binge eating and self-induced vomiting. Contrary to expectations, characteristics of parental attachment were not associated with Drive for Thinness and Body Dissatisfaction. Other research has shown that high levels of body dissatisfaction are common among college women, while the psychological traits associated with clinical eating disorders, such as maturity fears, are less common. The expectation that characteristics of psychological separation would be useful in identifying maladaptive aspects of family relationships was partially supported. The findings suggest that characteristics of secure attachment, including positive affect, parental support for autonomy, and use of parents as a source of emotional support, in conjunction with freedom from feelings of guilt, anxiety, anger, and resentment in the parental relationship and the expression of attitudes similar to one's parents are associated with low incidence of bulimic behavior, feelings of personal effectiveness and an absence of maturity fears among first-year college women. (ABL)

ED 348 640

CG 024 470

Gonzalez, Gerardo M., Ed. and Others

Challenges of Cultural and Racial Diversity to Counseling: Volume 2. Latin America and the United States. Mexico City Conference Proceedings (June 1990).

American Counseling Association, Alexandria, VA. Report No.—ISBN-1-55620-102-8

Pub Date—93

Note—110p.; For the 1989 proceedings, see ED 328 840.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (Order #72105, \$8.95).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Communication (Thought Transfer), Community, \*Counseling, Counseling Techniques, \*Cultural Differences, Cultural Influences, \*Racial Differences

Identifiers—Cross Cultural Counseling, Spirituality

Papers from the second international conference of the American Counseling Association held in Mexico City in June 1990 are included in this book. The book is divided into four parts: community, diversity, communication, and spirituality. The following papers are included: (1) Myths, Realities, and Implications of the English Only Movement in the United States (Amado Padilla); (2) Models of Self among Young Men in the Guatemalan Highlands (Mary Brabeck); (3) Career Development: A Comparative Cohort Study of Fifteen-Year-Olds in Mexico and the United States (Pedro Sanchez, Dorothy Soukup, and Silvia Pech Campos); (4) Demographic Overview of Latino and Mexican-Origin Populations in the United States: Counseling Implications (Richard Valencia and Martha Menchaca); (5) Providing Culturally Sensitive Human Development Services for Latin Americans (Veronica Kaune-Wilde); (6) A Needs Assessment of Hispanic Students at a Predominantly White University (Jairo Fuentes, William Sedlacek, and Franklin Westbrook); (7) The Role of the Counselor in Intercultural and Interracial Exchange (Johnnie Miles); (8) How To Improve Multicultural Counseling (David Whitfield); (9) The Effects on Students' Ethnic Background and Counselor Expertness on Students' Perceptions of Counselors (Carlos Heredia); (10) Healing the Wounded Spirit (Diana Velazquez); (11) Self-Perceptions of Control over the Causality of School Performance among Low-Income Brazilian Students: Can Counseling Reverse the Picture of Powerlessness? (Elizabeth Gama and Denise de Jesus); (12) Impact of the Theories of Carl Rogers and Teilhard de Chardin in Mexico (Carlos Tena); and (13) Nonverbal Aspects of Cross-Cultural Communication (Carmen Judith Nine-Curt). (ABL)

ED 348 641

CG 024 471

Faces of Homelessness: A Teacher's Guide.

Massachusetts State Dept. of Education, Quincy. Pub Date—[91]

Note—5p.

Available from—Office for the Education of Homeless Children and Youth, Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169.

Pub Type—Non-Print Media (100) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Etiology, \*Homeless People, Public Policy

A brief teacher's guide supplements a videotape of two 15-minute segments on homelessness. The stated objective of the video is to cover the issues of homelessness as they exist today and to dispel the stereotypes of homelessness leftover from earlier eras. A family which has found itself homeless is introduced and then aspects of the phenomenon of homelessness are examined. The demographics of the homeless population are reviewed briefly: single adults; families; battered women; and runaway youth. The multiple causes of homelessness are discussed: lack of affordable housing; deinstitutionalization; divorce/abandonment; unemployment; substance abuse; natural catastrophe; physical abuse; and eviction. The conditions faced by the homeless are mentioned: weather; violence; medical problems; poor diet; shelters for adults, battered women, families, and adolescents; and doubled-up homelessness. The objectives of the program for students are listed in the teacher's guide: (1) all types of people can find themselves homeless; (2) families are the fastest growing segment of the homeless population; (3) homelessness has both societal and personal causes; (4) shelters are an emergency response to homelessness, not a solution; and (5) homeless people live in a variety of settings, but one commonality is the lack of a fixed, adequate, and permanent residence. Discussion questions and activities are listed. (ABL)

CS

ED 348 642

CS 010 987

King, Caryn M. McDonald, William E.

Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom.

Pub Date—[Jul 92]

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Class Activities, Grade 4, Intermediate Grades, Learning Activities, \*Literacy, \*Social Studies, \*Units of Study

Identifiers—\*Freedom, \*Literacy Events

For 8 weeks during 1991, a project was conducted in which literacy was emphasized within the context of one fourth-grade social studies classroom. The overall goal for this unit of instruction was to create language-rich experiences that would stimulate higher order thinking about the concept of Liberty. Additionally, students were to become more aware of the cognitive aspects of learning through class activities involving reading, writing, speaking, and listening. The activities were meant to be social events since human interaction is an important component of literate behavior. Literacy events included oral presentations by the teacher, a Martin Luther King collage, writing a compare-and-contrast essay, and an interactive video. Activities stimulated thinking and discussion, evaluation and interpretation, and writing and revision. (PRA)

ED 348 643

CS 010 988

Orenstein, Rhoda

Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities.

Pub Date—92

Note—57p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Grade 3, \*Language Enrichment, Parent Participation, Primary Education, \*Reading Ability, \*Reading Improvement, \*Writing Ability

Identifiers—\*Collaborative Learning, Emergent Literacy, \*Print Media

A course of study to enhance the effectiveness of the traditional third grade reader and workbook as instructional tools was designed for this practicum. The goal was to create a familiarity with the purpose and function of varied print media available within the community, thereby creating a foundation upon which the students (30 third graders) could base their understanding of the settings, themes, and experiences of the traditional third grade reader. The program utilized varied print media and speakers from the students' school and community environment. Classroom cooperative learning centers were established, and a number of group activities and individual assignments were required. Family involvement was encouraged through the broad scope of interactive homework assignments. The program resulted in a heightened sense of achievement, enthusiasm and confidence. The children developed the means of visualizing the printed word. A connection of verbal interaction was developed between school and home. A collaborative setting generated the process of bringing meaning to the printed word. This group practice allowed students to transfer their verbal visualization strategies to the stories of the traditional third grade reader. The children demonstrated meaningful gains in their abilities to describe the purposes and functions of varied print media. (One table of data is included and 43 references are attached.) (Author/PRA)

ED 348 644

CS 010 989

Buttram, Joan L. And Others

Evaluation of Heartwood Program.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Federal Programs.

Pub Date—13 Jul 92

Note—10p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Evaluation, Elementary Education, \*Ethical Instruction, Minority Groups, \*Multicultural Education, Program Evaluation, Teacher Attitudes

Identifiers—Education Consolidation Improvement Act Chapter 1, \*Heartwood Program, Pennsylvania

This study examined and assessed teachers' and students' use of and reactions to the Heartwood Program, a multicultural, literature-based curriculum designed to promote elementary students' ethical understanding of courage, loyalty, justice, respect, hope, honesty, and love. The Pennsylvania Department of Education Division of Federal Pro-



grams (Chapter 1) supported a field test and evaluation of the Heartwood Program in 16 school districts across the state. In 15 of the districts, typically a Chapter 1 pull-out teacher was selected to participate in the field test; in the remaining district, the program was offered to all teachers in an elementary school. Information on teacher training, program materials, classroom use of the program, and program outcomes was collected. Results indicated that: (1) almost all teachers emphasized the importance and need for this type of program in their schools; (2) the program was teacher-friendly; (3) program materials should be reviewed to strengthen the sequencing of stories and activities, the coverage and portrayal of some minority cultures, and the level of difficulty of story lines for primary grade students; and (4) the appropriate placement of the program in a school's instructional program needs additional thought. (A list of interview questions is attached.) (RS)

ED 348 645 CS 010 990

*King, Caryn M.*  
Creating a Literate Environment for Learning  
Social Studies Content.

Pub Date—May 92

Note—16p; Paper presented at the Annual Meeting of the International Reading Association (37th, Orlando, FL, May 3-8, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Environment, Classroom Research, \*Content Area Reading, \*Content Area Writing, Grade 4, Intermediate Grades, Listening, \*Social Studies, Speech Communication, Teacher Behavior, Teacher Student Relationship, Thematic Approach, Writing Assignments

Identifiers—Reading Behavior, Writing Contexts  
A study examined the extent to which literacy tasks were emphasized within a fourth-grade social studies classroom. Subjects, 21 fourth-grade students and their teacher at a private K-8 elementary school located in an urban area of the east, were observed over a 7-week period as they conducted a thematic unit on liberty. Data included audiotapes of the lessons, field notes, and interviews. Results indicated that: (1) non-fictional texts on liberty were used instead of a textbook; (2) when students read, it was most often an independent, silent activity; (3) listening played an important function in the classroom; (4) students were provided the opportunity to elaborate on their understandings of liberty rather than just recall information; and (5) student writing in the classroom served as a means for displaying acquired subject matter knowledge. Findings suggest that language was viewed as an integral part of the learning process in this classroom. (One figure of data is included; 29 references are attached.) (RS)

ED 348 646 CS 010 991

*Nourie, Barbara Livingston Davidson, Raymond A., Jr.*

Vocabulary Enrichment: Technology to the Rescue!

Pub Date—[92]

Note—15p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Databases, Elementary Education, \*Prefixes (Grammar), \*Suffixes, Teaching Methods, \*Vocabulary Development, Vocabulary Skills

Identifiers—Words  
Computer technology allows students to experiment with word usage and create their own meaningful words. Traditionally, students have acquired new words through reading them in context, analyzing the structure of new words, or using the dictionary. Drills in any of these techniques can be ineffective unless students are actively engaged in the learning process. Computers have that engagement power to draw students into the word learning mode. The most powerful vocabulary learning technique is a combination of contextual analysis along with structural analysis. Computer technology allows teachers to build databases of prefixes, roots, and suffixes, drawn from concurrent classroom reading and writing. Students can then combine word parts to create actual dictionary words. If certain combinations do not exist, the computer can direct the student to an alternate possibility. By limiting the number of possibilities for each database (for example, three prefixes, three roots, three suffixes), teachers can control the number of possible

combinations. By building many separate databases, students have infinite numbers of words to enhance their reading and writing. (Two figures representing possible computer responses to students' input are included; 16 references are attached.) (Author/RS)

ED 348 647 CS 010 992

*Forman, Barbara R. And Others*  
Links among Segmenting, Spelling, and Reading Words in First and Second Grades.

Pub Date—Apr 92

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, \*Beginning Reading, Grade 1, Grade 2, Phonology, Primary Education, Reading Research, \*Spelling Identifiers—Houston Independent School District TX, \*Segmentation Skills

Twenty first graders and 20 second graders in Houston, Texas, were examined on skills in segmenting, reading, and spelling 50 words with regular and exceptional spelling patterns. By using the same words for each task, it was possible to assess the interrelationships among these skills on a word by word, child by child basis. A multivariate analysis of variance was conducted on mean difference scores for segmentation-reading, segmentation-spelling, and reading-spelling. Positive differences between measures were observed, except in the segmentation-reading analysis of regular words requiring the deletion of consonant blends and medial sounds. In addition, graphical analyses showed a greater probability of correct reading and spelling given correct segmentation than incorrect segmentation. Results were interpreted to support a computational notion of phonology as a prerequisite to reading and spelling, with a more reflective notion explaining the reciprocal relation between reading and segmentation of complex spelling patterns. (Four tables and two figures of data are included; 21 references and a list of the stimuli for segmentation, reading, and spelling tests are attached.) (Author/RS)

ED 348 648 CS 010 993

*Bonitatibus, Gary Beal, Carole R.*  
Finding New Meanings: The Development of Text Reinterpretation Skills.

Pub Date—Apr 92

Note—7p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ambiguity, Cognitive Processes, Elementary School Students, Grade 2, Grade 4, Intermediate Grades, \*Interpretive Skills, \*Metacognition, Primary Education, \*Reading Comprehension, Reading Research, \*Text Structure

Identifiers—Narrative Text, \*Text Factors

Four studies investigated when children became able to detect that the words of a story could support multiple interpretations. Each subject saw two eight-sentence stories of each of four types (no-cue, unbiased, biased-proximal, and biased-distal), designed to support multiple interpretations. After reading or hearing each story, the children were asked a series of questions. The studies examined recognition of alternative interpretations and children's developing appreciation of ambiguity and false belief in story texts and their developing appreciation of others' perspectives. Subjects in the first study were approximately 60 second-, third-, and fourth-grade students, while 48 second- and fourth-grade students were subjects in the other 3 studies. Results indicated that: (1) younger children tended to have difficulty reinterpreting a text after an initial interpretation; (2) although they realize the text is ambiguous, they are less likely than older children to explicitly identify alternative interpretations after making an initial interpretation; (3) they are also less likely to appreciate the causes of another's differing interpretation; and (4) children in both grades frequently had problems understanding that another might hold a false belief or inaccurate interpretation about the story events. Findings suggest that young writers may overlook the possibility that a reader may have a different interpretation, or a false interpretation, even though they possess the ability to recognize multiple interpretations. There-

fore, children may need explicit instruction in recognizing alternative interpretations in their writing. (A sample story and four figures of data are included.) (RS)

ED 348 649 CS 010 995

*Livingston, Carol Taylor, Nancy*  
Networking as Community—The Nature of Curriculum: Whole Language.

Pub Date—Apr 92

Note—51p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Change, Elementary Education, Information Networks, Literature Review, Program Descriptions, \*Theory Practice Relationship, \*Whole Language Approach Identifiers—Educational Issues, School Renewal Network, \*Teacher Researcher Cooperation

This paper considers the status and potential of researcher-practitioner collaboration toward higher literacy through a restructured curriculum based on the whole language philosophy. Specifically, it examines the status, contribution, and potential of the dialogue in a whole language topical session on the School Renewal Network, an electronic networking community of researchers and practitioners. The paper is organized into four sections corresponding to the following four focus questions: (1) What has happened thus far regarding whole language? (2) How has thinking and practice about reading and language instruction for students changed? What has been the effect on your colleagues and school? (3) What has been the effect on you, your school, and your colleagues in regard to whole language and participation in the network's interactive community? and (4) How can the network help you/your colleagues to improve literacy instruction and experience for students? In this regard, how could the research/practitioner community be strengthened? The first section presents descriptions of the six schools in the whole language group and a discussion of the development and current status of whole language in those schools to date. The second section describes in more detail the individual and institutional changes in each school. The third section describes the content of the papers distributed through the network and the nature of the participant interaction during a 2-day meeting. This section also presents testimony of the network's impact on the whole language group participants, their colleagues, and their schools. The fourth section integrates the major recommendations for research drawn up at the meeting with a brief review of the extant research literature on whole language organized around three major issues: a justification, documentation, and balance. A number of questions are then provided concerning development and change as they pertain to whole language. One table of data is included; 38 references, the focus questions, and six papers from the network are attached. (RS)

ED 348 650 CS 010 997

*Lopez, Pamela*  
Metacognitive Strategies for Teaching Reading to Elementary Students.

Pub Date—6 Jul 92

Note—19p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Elementary School Students, \*Metacognition, \*Reading Comprehension, \*Reading Instruction, Reading Research, Reading Strategies, Theory Practice Relationship

Identifiers—Self Monitoring

This literature review examines studies in the field of metacognition and reading comprehension on the elementary level. It discusses sources in the areas of metacognitive theory, field experimentation, and specific learning and teaching strategies which have emerged from experimentation. The 25 sources are taken from published journals and ERIC documents. Metacognitive theory hypothesizes that reading comprehension is enhanced by the use of metacognitive strategies. Field experiments of this hypothesis show conflicting results. The controversy has not been resolved, but specific strategies (including activating prior knowledge, self-questioning, and teacher modeling) have been developed on the basis of positive experimental results. (Author/SR)



**ED 348 651** CS 010 999  
**Reap around the State: "Best of Reap" Activities.**  
 Indiana State Dept. of Education, Indianapolis.  
 Learning Resources Unit.

Pub Date—Mar 91

Note—30p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Art Activities, \*Class Activities, Elementary Secondary Education, Handicrafts, Parent Participation, Reading, \*Reading Games, School Community Programs

Identifiers—\*Indiana, Reading Contests, \*Reading Motivation

This booklet presents selected activities from elementary, middle, junior high, and senior high schools in Indiana, intended to encourage students to read. It offers ideas for 11 community activities (including guest readers, nursing home reading, and a young author celebration), 14 continuous activities (such as the great book graffiti wall and birthday books), 8 craft activities (including a T-shirt design contest and dodecahedrons as book reports), 8 parent activities (such as a book bash auction and family night), 8 sister school activities (including a secret pal bookmark exchange and exchange readers), and 7 special activities (such as tag team reading and a junior high favorite book tree). Each entry names the school where the idea originated and the site coordinators, and describes the activity. (SR)

**ED 348 652** CS 011 000  
**Karovsky, Penelope**  
**Real Time Literacy.**

Pub Date—Apr 92

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cognitive Processes, \*Computer Uses in Education, Cultural Context, Futures (of Society), Language Role, \*Literacy, \*Technological Advancement, Theories

Identifiers—Cultural Change, \*Ong (Walter J), \*Orality, Text Factors

The educational use of computers is changing the way people think and steering culture toward a more functional and self-conscious form of literacy. This supposition is based in Walter Ong's theory of orality and literacy (maintaining that literacy caused a removal from immediate, everyday existence and enabled the development of an analytical sense of a separate self) which he uses to explain the profound changes in human consciousness brought about by the technologizing of the word. Ong's notion of reflexive intelligence provides a theoretical framework, a skeleton of symbolic relations onto which descriptions may be structured, that accommodates the desire to examine the hypothesis at a philosophical, social, political, and educational level concurrently. Connections exist between J. D. Bolton's description of what is happening to human consciousness in the transition from print to computer and Ong's description of what happened when people moved from primary orality to literacy. Just as Plato was afraid writing would dull the mind, cause people to rely on external characters that are not part of themselves and mistake the "appearance of wisdom" for wisdom, operational literacy may encourage utility, cause people to rely on what their network "thinks," and mistake technique for knowledge. (Twenty-three references are attached.) (RS)

**ED 348 653** CS 011 002  
**Brown-Haynes, Sharon**  
**Language and Literacy: Implications for Enhancing Reading Instruction.**

Pub Date—[92]

Note—8p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Objectives, Elementary Education, \*Instructional Effectiveness, \*Instructional Improvement, Phonics, Politics of Education, \*Reading Instruction, Whole Language Approach

Identifiers—America 2000, National Education Goals 1990, Reading Recovery Projects

In considering the issue of language and literacy, the following factors must be addressed: the nature of learning; the relationship between reading and learning; effective strategies and practices which

promote literacy; and the responsibility of schools. Of the reading approaches and strategies which have been developed and implemented in an effort to ensure that children acquire reading skills, no evidence exists to substantiate the claim that the teaching of phonics produces readers; the effectiveness of whole language is difficult to assess; and the Reading Recovery Program has been found to be successful in solving early literacy problems, yet is costly. To ensure that all students acquire sufficient reading skills, it will become necessary for the schools' curricula to be adapted to accommodate the diverse learning styles of students. The six major national education goals outlined by President George Bush (in his America 2000 proposal) may be unattainable, inasmuch as vast numbers of American students are either poor readers or non-readers. The adoption of a goal that all students have proficient reading skills would likely promote the implementation of effective strategies to enhance reading skills. (RS)

**ED 348 654** CS 011 003  
**van Kraayenoord, Christina E.**  
**Perspectives on Literacy Assessment in Australia.**

Pub Date—Apr 92

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Elementary Education, \*Evaluation Methods, \*Evaluation Problems, Federal State Relationship, Foreign Countries, \*Government School Relationship, \*Literacy, \*Politics of Education, \*Student Evaluation

Identifiers—Alternative Assessment, \*Australia

An analysis of the curriculum documents and the writing of educators in Australia about literacy assessment indicates three common themes: literacy learning is assessed directly in a range of contexts from multiple sources; literacy learning is assessed via diverse techniques; and information gathered is stored and synthesized in a variety of ways. Recent developments that will shape future literacy education include the development of state-wide testing, the development of attainment levels and standards, and the development of a national curriculum and national approach to assessment. A number of tensions are apparent upon examination of what is happening to literacy assessment in Australia: (1) the federal government is striving for a national curriculum while state governments are developing their own curriculum frameworks; (2) most states in Australia have avoided employing single or particular measures to assess literacy; (3) an increase in time and effort required by teachers to report information to the states is likely; (4) each state has been surveying the literacy achievements of different age levels; and (5) it is not obvious how the results from national testing and the state-wide attainment level reporting will be used. In order that they do not lose all that they have achieved in literacy practice in their classrooms, educators will need to be more vigilant of the content of federal and state government policies. (Thirty-four references are attached.) (RS)

**ED 348 655** CS 011 004  
**Hoffman, Janet B.**

**Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies.**

Pub Date—Mar 92

Note—164p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Adolescents, Beginning Reading, Early Childhood Education, Early Parenthood, \*Intergenerational Programs, Parent Child Relationship, Parent Participation, \*Parents as Teachers, Program Descriptions, Program Effectiveness, \*Reading Aloud to Others, Reading Programs, Reading Research, \*Young Children

Identifiers—Emergent Literacy

An intergenerational literacy program was developed for 40 teenage parents and their children enrolled in an alternative education center. The program was designed to empower teenage parents to develop the emerging literacy of their children while reducing their own literacy deficiencies. The

Once upon a Time-Together program acquainted teenage parents with the benefits and strategies of reading aloud, the selection of developmentally appropriate storybooks, and the services of the public library. Time was provided for the parents to read aloud to their children. Critical thinking skills were initiated by teaching the parents story structure and by using the computer to write original storybooks. Motivational rewards were included in the form of preparing and enjoying culinary creations of storybook characters and plots. Results were measured by comparative analysis of pre- and post-statistics of a parent diagnostic reading instrument, parent surveys, portions of the Brigance Inventory of Early Development, and audio, video and journal documentation. The statistical results indicated a positive influence of reading aloud on the child and the parent. Surveys indicated increased book ownership and time spent reading aloud together. (Forty-eight references, and 19 appendices of consent forms, survey instruments, data, and instructional material are attached.) (RS)

**ED 348 656** CS 011 005  
**Johns, Jerry L. VanLeirburg, Peggy**  
**Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1.**

Northern Illinois Univ., DeKalb. Curriculum and Instruction Reading Clinic.

Pub Date—Aug 90

Note—11p.; For a related document, see ED 335 668.

Available from—Northern Illinois University, The Reading Clinic, 119 Graham, DeKalb, IL 60115 (\$3.50, postage included).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, Elementary Secondary Education, \*Portfolios (Background Materials), Questionnaires, \*Student Evaluation, Surveys, \*Teacher Attitudes

Identifiers—Alternative Assessment, Teacher Surveys

A study examined the views of education professionals toward four aspects of portfolio assessment: general knowledge, theoretical bases, contents, and practical problems. Subjects, 128 elementary teachers, secondary teachers, special reading teachers, and administrators attending a June 1990 reading workshop, completed a survey. Results indicated that: (1) there was little general familiarity with the concept of portfolio assessment; (2) most agreed with its theoretical bases (authentic, continuous, multidimensional, and collaborative); (3) paper and pencil tasks were chosen most often for inclusion; and (4) the subjects expressed numerous concerns over implementing portfolio assessment. Findings suggest that steps need to be taken to inform educators that portfolio assessment affords the classroom teacher information for decision-making that is valid and specific. (Two figures of data are included.) (RS)

**ED 348 657** CS 011 006  
**Johns, Jerry L. VanLeirburg, Peggy**  
**What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15.**

Northern Illinois Univ., DeKalb. Curriculum and Instruction Reading Clinic.

Pub Date—Aug 92

Note—17p.  
 Available from—Northern Illinois University, The Reading Clinic, 119 Graham, DeKalb, IL 60115 (\$3.50, postage included).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, Elementary Secondary Education, \*Literacy, Longitudinal Studies, \*Portfolios (Background Materials), Questionnaires, \*Student Evaluation, Surveys, \*Teacher Attitudes

Identifiers—Alternative Assessment, Teacher Surveys

A study extended two earlier studies and collected additional information from educators regarding their perceptions about the use of portfolios to assess literacy development. Subjects, 140 elementary teachers, secondary teachers, administrators, and English-as-a-Second-Language teachers who participated in a week-long literacy workshop in the summer of 1992, completed a modified form of a questionnaire given in each of the previous 2 years to workshop participants. Results indicated that: (1) there is a growing use of portfolios; (2) educators, both with or without portfolio experience, agreed overwhelmingly that portfolios should

be used for instructional decision making across grade levels for language arts; (3) practical problems appeared to be diminishing as more professionals put portfolios into actual classroom use; and (4) artifacts for inclusion show a common trend across the three studies, with student writing samples by far the most common choice. (Three tables of data are included.) (RS)

ED 348 658 CS 011 010

Kephart, Ronald  
"Dem Wod Mo Saff": Materials for Reading Creole English.  
Pub Date—Apr 92  
Note—30p.; Paper presented at the Annual Meeting of the Conference on World Englishes Today (Urbana, IL, April 2-4, 1992).  
Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Beginning Reading, \*Creoles, Foreign Countries, Junior High Schools, Language Acquisition, \*Language Experience Approach, \*Reading Materials, \*Student Needs

Identifiers—English (Carriacou Creole), Grenada  
As part of a study that sought ways to improve the language arts educational experience for Grenadian children, an anthropologist investigated how Carriacou Creole English (CCE) reading materials could be provided and how these children would react to them. CCE is the native language of the inhabitants of Carriacou, a sister island of Grenada. The anthropologist rejected traditional orthography and eye dialect in favor of a morphophonemic spelling system for CCE that would really make it look like a different language. The first exposure the children had to their native language in written form was a primer that used simple line drawings to illustrate sample words. Various language experience texts were gathered from the children and used in the classroom. At the end of the first term, stories and other texts were collected into a reader. The orthography also worked well with children who were already literate CCE speakers. After a coup and the invasion of Grenada by the United States, the anthropologist returned with further reading materials. The power of the materials was demonstrated over and over again. The enjoyment demonstrated by the children as they read their native language suggests that reading CCE would enhance the language arts programs in Creole speaking territories by making schooling a more positive experience for them. (Four figures illustrating aspects of CCE are included; 15 references, sample pages and stories from the reader, a word recognition test, and a phonics drill are attached.) (RS)

ED 348 659 CS 011 012

Patterson, Retie Y.  
Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders.

Pub Date—May 92  
Note—143p.; M.S. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.  
Descriptors—Class Activities, Critical Reading, \*Critical Thinking, Grade 1, Language Experience Approach, Primary Education, \*Reading Comprehension, \*Reading Improvement, \*Reading Instruction, \*Whole Language Approach

Identifiers—Florida  
The practicum reported in this paper addressed the high percentage of children receiving below average grades in an average first grade reading comprehension class by implementing an integrated approach to reading. Various screening devices, a survey of kindergarten teachers, the Dolch Basic Sight Word Test, the Analytical Reading Inventory (Woods and Move, 1985), the Health Reading Level Test (D. C. Health, 1989), and an Interest Inventory (Miller, 1978) were employed to discern specific behaviors among the children. Based upon these findings a Literature Based Instruction classroom was organized and implemented to provide relevant learning strategies and experiences. The children were exposed to an active constructive process. It required them to think before, during, and after reading, a process that involved the interaction of the reader, the material being read and the content of the material. The results indicated a significant achievement level for the target group. It was concluded that children can be introduced to the world of reading by way of an invitation to join in the sheer joy of playing with the gift of language. If,

in the real world, reading, writing, speaking, and listening are highly integrated activities, then the literacy activities that take place in classrooms should be similarly integrated. (One table is included; 19 references and 17 appendices—including the kindergarten survey, the Interest Inventory, student data, a comparison of testing instruments, and sample assignments—are attached.) (Author/PRA)

ED 348 660 CS 011 013

Kirby, Maxine R.  
Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program.

Pub Date—92  
Note—142p.; Ed.D. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.  
Descriptors—Inservice Teacher Education, Kindergarten, Kindergarten Children, Primary Education, \*Reading Instruction, \*Reading Material Selection, Reading Skills, Teacher Behavior, Teacher Improvement

Identifiers—Emergent Literacy  
A practicum was designed to assist 30 kindergarten teachers in increasing the authentic reading experiences of kindergarten students in their classrooms. The goal of the practicum was two-fold: to provide the teachers with alternative instructional strategies to drill and practice basic reading skills; and to provide adequate, developmentally appropriate reading materials for the students in the target teachers' classrooms. Survey results, classroom observations, and a review of pertinent literature were used to plan a 19-hour in-service program which was carried out over the school year. Data gathering methods were a student interest and attitude survey, questionnaires, checklists, professional literature, and videotapes on reading strategies. An analysis of the data revealed that the teachers used the knowledge that they gained to select quality children's books and to increase the authentic reading experiences of their students. At the same time, the teachers decreased their use of drill and practice of isolated skills. Monthly sharing sessions, professional literature, funds to purchase children's trade books, classroom observations, and a guest lecturer were rated by the teachers as beneficial aspects of the in-service. (The school system's organizational chart, and eight tables and one figure of data are included; 77 references, the primary classroom literacy assessment inventory, forms for classroom use from the inservice training, and literature recommendations for kindergarten are attached.) (Author/RS)

ED 348 661 CS 011 014

Fondas, Linda Blomdett  
The Acquisition of Vocabulary from Reading Stories Aloud.

Pub Date—Mar 92  
Note—75p.; M.S. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—Discussion (Teaching Technique), Grade 1, High Risk Students, Primary Education, \*Reading Aloud to Others, \*Story Reading, \*Story Telling, Thinking Skills, \*Verbal Development, \*Vocabulary Development, \*Vocabulary Skills

The practicum reported in this document provided an alternative method of teaching vocabulary to students characterized as disabled readers. The method was a naturalistic approach of reading stories aloud to students, combined with guided discussions before, during, and after the reading to develop critical thinking skills. A target group of 11 first graders participated in the program. The overall objective was the acquisition of vocabulary through reading aloud to students. The target group listened to 5 books over a 10-week period. A selected group of vocabulary words unfamiliar to a first grader were used as the test words. Pretests and posttests were administered to measure the extent of new vocabulary the target group acquired from listening to the same story being read several times. The results showed that reading aloud constitutes a major source of incidental vocabulary acquisition, and that teacher explanation of a word meaning and related activities allow a significant amount of vocabulary to be internalized. (Three tables are included; 23 references and 8 appendices—containing data, pre and posttests, and selected vocabulary—are attached.) (Author/PRA)

ED 348 662 CS 011 016

Doby, Janice K.  
Word Problems: Comprehending the Problem in Fourth Grade.

Pub Date—May 92  
Note—75p.; M.S. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—Attitude Change, Elementary School Mathematics, \*Grade 4, Intermediate Grades, \*Mathematics Instruction, Mathematics Skills, \*Problem Solving, \*Word Problems (Mathematics)

Identifiers—Process Approach (Writing)

A practicum addressed the inability of fourth-grade students to successfully solve mathematics word problems due to poor comprehension of and negative attitude toward problem solving. A problem solving improvement program designed primarily around the writing process used in language arts instruction was implemented. The steps of this process include pre-writing, writing, conference, revision, and publication. A student-created mathematics game was an end product of the program. Direct instruction and fun activities on the various properties of word problems, organizing information, determining relevance, and drawing conclusions was also a component of the program. Lessons were designed to be of high interest and fun, helping to create a more positive attitude toward problem solving. Results indicated increased levels of achievement and positive affective changes for the target group of 25 students. (One table of data is included. Appendixes include the pretest and posttest, the word problem attitude survey, and student data. Sample student assignments are attached.) (Author/SR)

ED 348 663 CS 011 017

Heath-Legg, April Joy  
The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program.

Pub Date—Apr 92  
Note—79p.; M.S. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—Class Activities, Computer Assisted Instruction, Grade 1, \*Keyboarding (Data Entry), Learning Activities, Primary Education, \*Spelling Instruction, Student Attitudes, \*Word Processing

A practicum used the Keyboard Familiarization approach (introducing students to the location of keys on the computer keyboard) to integrate the computer into a traditionally taught first-grade spelling program, using laminated copies of the computer keyboard. After completing basic drill and practice sessions on the laminated keyboard, the 23 first-grade students began to practice spelling words on the computer in a computer lab setting. Results indicated that at the end of the 12-week implementation period, students: (1) became familiar with the location of the keys on the computer keyboard with 90% accuracy; (2) achieved 80% or higher in spelling based on the average of the weekly spelling tests; and (3) expressed a positive attitude toward the spelling program as measured by an informal attitude survey. (Eighteen references and seven appendixes—including teacher and student surveys and results, laminated keyboard, and the informal attitude survey and results—are attached.) (Author/SR)

ED 348 664 CS 011 019

Rosen, Cheryl L. Lindquist, Barbara  
Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 92  
Contract—G0087C0026  
Note—49p.

Available from—Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$4).

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Case Studies, Grade 5, Intermediate Grades, Longitudinal Studies, \*Writing Attitudes,

\*Writing Improvement, \*Writing Instruction, Writing Research, Writing Skills, \*Writing Workshops

#### Identifiers—\*Writing Development

The research reported in this paper is a case study of one student's learning in a writers' workshop where two teacher-researchers were developing new curriculum and instructional practices. The case study was developed out of a larger qualitative study in which 47 fifth-grade students' growth as writers was studied over a 1-year period as they participated in a writers' workshop. The purpose of the study was to examine students' knowledge, skills, ways of knowing, and ways of being in a learning community. This case study provides a detailed portrait of "Billy's" growth as a writer across a 1-year period, explaining ways in which reading, writing, speaking, and listening were intricately connected as a means of helping him become a writer who took risks and developed ownership of his writing. In addition to documenting his writing knowledge and skills, the paper describes Billy's transformations in values, attitudes, and interests related to writing. The paper discusses issues that are pertinent to understanding all students' learning and writing growth over time, as well as the surface tensions that arise out of using a workshop format to support all students' writing development. The paper also considers ways in which the teacher-researchers' own changes in curriculum and teaching practices may have influenced Billy's growth. A table presenting the unit overview and curriculum strands, a table presenting dimensions of Billy's change over time, and a table summarizing Billy's writing folder are included; 17 references are attached. (Author/RS)

ED 348 665 CS 011 020

Garcia, Georgia Earnest  
The Literacy Assessment of Second-Language Learners.

Center for the Study of Reading, Urbana, IL.  
Spons Agency—Andrew W. Mellon Foundation,  
New York, N.Y.

Report No.—CSR-TR-559

Pub Date—Sep 92

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Class Activities, Elementary Education, \*English (Second Language), \*Informal Assessment, Language Proficiency, Language Skills, \*Reading Ability, Reading Instruction, Reading Research, \*Reading Tests, \*Student Evaluation

Identifiers—Formal Evaluation

The first part of this report reviews the different types of formal assessment measures that have been used to evaluate the language and literacy performance of second-language learners of English in the United States, including language proficiency tests, reading readiness tests, standardized reading tests, basal reading tests, and statewide reading tests. The second part of the report explains informal assessment and describes the various types of classroom activities that teachers can use to evaluate and facilitate the literacy development of second-language students in both bilingual and non-bilingual settings. Activities presented include classroom observation, oral miscue analysis, story retellings, tape recordings of oral reading, reading logs, reading response logs, think-alouds, writing folders, and student-teacher conferences. The report concludes by noting some of the limitations of informal assessment and by pointing out that an informal assessment program can provide classroom teachers with a comprehensive profile of second-language students' literacy strengths and weaknesses. (Author)

ED 348 666 CS 011 021

Hartman, Douglas K. Dyer, Penelope A.  
An Existential Description of Reading Methods and Materials in the Content Areas.

Center for the Study of Reading, Urbana, IL.

Report No.—CSR-TR-560

Pub Date—Sep 92

Note—19p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Content Area Reading, Elementary Secondary Education, \*Instructional Improvement, Literature Reviews, \*Reading Materials, \*Reading Research, Research Needs, Teacher Behavior, \*Textbook Research

Identifiers—Descriptive Research

Many scholars have made recommendations

about how to improve content area materials and instruction, but the recommendations have been made apart from the study of existing content area materials and instruction. A review of detailed studies describing elementary and secondary content area materials and the extent of their use indicate that: reliance upon a single textbook is characteristic of all subject areas in American public schools, regardless of grade level; elementary and secondary textbooks are characterized by the "inconsiderate" nature of the writing they contain; and the questions provided in the textbooks are largely lower level, asking for recall of information. Detailed studies describing teaching and learning in the content areas indicate that classroom interactions are restricted to the classic triad-teacher initiates a question, student responds, and teacher comments—and turn-taking pattern of classroom interaction. Among implications of these studies for practice are that: teachers should use multiple secondary materials; publishers should reduce the number of questions in commercially produced textbooks; students should be given more opportunity to write extended answers to questions; teachers should prepare students for the text materials they will read; and teachers should include instructional assignments that encompass more than the acquisition of discrete bits of information. Recommendations for future descriptive research call for: development and implementation of a large-scale effort to describe content area reading practices; analysis of questions in textbooks across content areas and grades; and examination of how reading is perceived to fit within the larger purpose of a particular content domain. (Fifty-nine references are attached.) (RS)

ED 348 667 CS 011 022

Mason, Jana M. Sinha, Shobha

Emergent Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development

Center for the Study of Reading, Urbana, IL.

Spons Agency—Andrew W. Mellon Foundation,  
New York, N.Y.

Report No.—CSR-TR-561

Pub Date—Sep 92

Note—30p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Influences, Early Childhood Education, Language Acquisition, \*Learning Processes, \*Literacy, Models, Reading Readiness, \*Student Development, \*Teacher Behavior, \*Young Children

Identifiers—\*Emergent Literacy, Reading Theories, \*Vygotsky (Lev S)

That the emergent literacy perspective is gaining influence in the United States as a way of studying children's literacy acquisition. This report interprets emergent literacy research in light of the Vygotskian theory of learning and development. First, the report compares the emergent literacy perspective to the more traditional reading readiness perspective, then it describes the Vygotskian perspective and applies it to emergent literacy. Finally, it suggests how the Vygotskian model of learning and development can be applied to promoting literacy acquisition in early childhood programs and instruction. (Eighty-seven references are attached.) (Author)

ED 348 668 CS 011 024

Anderson, Stephen A. And Others

A Mastery Learning Experiment.

Yale Public Schools, MI.

Pub Date—[92]

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Attitude Change, Educational Research, Elementary Education, Inservice Teacher Education, \*Instructional Effectiveness, Learning Strategies, \*Mastery Learning, Mathematics Instruction, Metacognition, \*Self Efficacy

Identifiers—Yale Public Schools MI

Yale Public Schools (Yale, Michigan) conducted a field experiment in implementing mastery learning. The purpose of the experiment was to provide a hands-on experience for teachers in the implementation of mastery learning and to use students as their own controls in order to compare the results of the implementation of mastery learning both in terms of cognitive and affective student outcomes. Six classrooms were used in the sample for the ex-

periment which included grades 3 through 6 plus a 5th/6th split grade and a special education resource room class, for a total of six teachers and 94 students. A series of six hour-long inservice classes were held to acquaint teachers with mastery learning. All six teachers chose mathematics as the content area for implementation. Test results compared the unit test scores in the fall of 1991 with the test results after implementation of two mastery learning units in the spring of 1992. Students were also assessed for any change in their feelings of self-efficacy using Brookover's Self-Concept of Ability Survey. Significant gains in achievement were found for both mastery learning units and self-efficacy. (Three tables and three figures of data are included; 20 references, verbatim reports of each of the six teachers on the implementation of the mastery learning units, the self-concept of ability scale, and the proposal for mastery learning experimentation are attached.) (Author/RS)

ED 348 669 CS 213 388

Stygall, Gail

Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives.

Pub Date—19 Mar 92

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Court Litigation, Discourse Analysis, Discourse Modes, Higher Education, Juries, \*Persuasive Discourse, \*Textbook Content, Writing Instruction

Identifiers—\*Commonsense Narratives, Discourse Communities, Experts, Rhetorical Strategies

Professional and disciplinary rhetoric often breaks down when texts cross professional boundaries. An ethnographic study conducted in an Indiana courtroom during a civil trial demonstrates the failure of disciplinary rhetoric. Despite the fact that the plaintiffs in a personal injury case had demonstrated the negligence of the defendant according to the rules of legal logic, they lost the case. The jurors were following their own narrative script of the events portrayed in the courtroom. If the testimony, expert or not, did not fit that script, they did not consider it. The trial highlights a scene in which the rhetoric of expertise, the very thing taught in textbooks, does not work, does not apply, and is not convincing. In four composition textbooks, logical reasoning and textual authority is the privileged form of argument, if not the only form. Argument by narrative, so important to the jury members, is banished from most courses about academic argumentative writing. It is time to recover the commonsense narrative, letting its voice compete with that of academic reasoning and the rhetoric of expertise. (A figure presenting the competing schemata in the civil court case, and a figure offering brief defining quotes from the four composition textbooks are included.) (RS)

ED 348 670 CS 213 430

Norris, Linda, Ed. And Others

Discoveries & Dialogues: The Making Thinking Visible Casebook.

Center for the Study of Writing, Pittsburgh, PA.

Spons Agency—Howard Heinz Endowment, Pittsburgh, PA.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Note—208p.; For other materials pertaining to this project, see ED 334 593-594 and ED 335 682.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Education, Classroom Research, Classroom Techniques, Cognitive Processes, \*Cooperative Planning, Elementary Secondary Education, Higher Education, \*Teaching Methods, \*Writing Instruction, \*Writing Strategies

Identifiers—\*Collaborative Inquiry, Collaborative Learning, \*Collaborative Writing, Teacher Researchers

This casebook is part of a set of materials written by the members of the Making Thinking Visible Project. It presents the multiple perspectives of various members of the project (high school, college, and community college teachers) as they began to use collaborative planning in unique and different ways. It offers 21 articles in three sections called respectively "Process of Collaboration," "Discover-



ies," and "Dialogues 1991-92." Articles and their authors are as follows: "Introduction to Collaborative Planning and the Making Thinking Visible Project"; "Teachers as Theory Builders" (L. Flower); "Supporters in Effective Collaboration" (R. E. Burnett); "Collaborative Planning and the Basic Student: Adaptations for Implementation and Success" (M. Bowen and T. Marshall); "Profiles in Collaborative Planning: An Inquiry into the Attitudes of Two Student Writers" (J. R. Brozick); "Transcripts as a Compass to Discovery" (L. B. Evans); "Using Collaborative Planning with College Freshmen" (L. Rubin); "From Intention to Text: Problems of Purpose" (D. L. Wallace); "Mirror, Mirror on the Wall..." (M. A. Benedict); "From Representation to Practice: Case Study of a Preservice Teacher" (L. Norris); "Incorporating the Notion of Planning into the Secondary English Curriculum" (J. Z. Gargaro); "Collaborative Planning: From Curricular Unit to the Classroom" (P. Flynn); "From Permissive to Proactive: Harnessing Literacy to Build Contexts for Change" (E. Long); "Literate Practice in Action: HELP-The Housing Empowerment Literacy Program at Pittsburgh's Literacy Center" (P. Flynn); "Doctor, Lawyer, Indian Chief: What Future Roles Will a Student Have in Our Society?" (A. Martine); "Collaborative Planning in a Technical Center" (J. A. Aston); "November 12, 1991: Collaborative Planning and the Curriculum" (J. Z. Gargaro); "December 10, 1991: Community Literacy Projects" (P. Flynn); "January 14, 1992: Learning to Teach" (L. N. and J. R. Brozick); "March 10, 1992: Success with Collaborative Planning in Context" (J. Norris and others); and "April 14, 1992: Bridges between High School and the Workplace" (E. Long). (SR)

**ED 348 671** CS 213 463

Barnett, Claudia

**Collaborative Ghost Writing.**

Pub Date—1 May 92

Note—9p; Paper presented at the Annual Meeting of the Conference on Computers and Writing (8th, Indianapolis, IN, May 1-3, 1992).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Higher Education, \*Reader Response, \*Reader Text Relationship, \*Reading Processes, Undergraduate Students, \*Writing Assignments, \*Writing Instruction  
Identifiers—\*Collaborative Writing, \*Ghostwriting, Narrative Text

An exercise in ghostwriting—a process where the reader completes a section of the text in the reader's head based on clues in the text—was used in freshman composition and upper-level composition classes to get students to concentrate on their reading processes. In this assignment, a short story was chosen from which different portions of the text were deleted. Each group received a copy of Raymond Carver's "The Bath" minus one full section, and were instructed to write a ghost chapter that would restore the short story to a coherent whole. Later, the new sections were pasted together. The task of physically writing the ghost chapter forced the students to read slowly and carefully, to notice which techniques were being used, and to wonder why. When the students met to write their ghost chapters, their discussions were heated and intense. Often they had trouble relating to Carver's characters, his tone, and the plot. In addition, students had a hard time with the ambiguous ending, and often tried to resolve it in their discussions and writing. The ghost chapter assignment provided an exaggeration of an everyday scenario, and taught the students that the role of the reader is actually that of a second writer; the first writer gives the artifacts that constitute the text, the second interprets those artifacts, filling in the missing pieces. They learned that if they read thoughtlessly, they failed to engage with or complete the text, therefore that text remained unfinished. (PRA)

**ED 348 672** CS 213 464

Mead, Dana Gulling

**Autobiography and the Exploratory Essay.**

Pub Date—Nov 90

Note—11p; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Autobiographies, \*Essays, Higher Education, Personal Narratives, \*Writing Assignments, \*Writing Instruction, Writing Processes  
Identifiers—Elizabethtown College PA, \*Explor-

atory Writing, Writing Contexts

An autobiography class at Elizabethtown College (Pennsylvania) used one of its four technique paper assignments to focus on the exploratory essay, since the concept of exploration, simply for the sake of questioning, probing, and testing, has both validity and purpose in a class or assignment focusing on autobiography. First the class brainstormed for pre-writing on each person's topic; then drafts were evaluated by peers. In the papers, students explored knotty relations with their parents, siblings, former and current friends, why they were more creative and less logical than their parents wanted them to be, etcetra. The students were not afraid to face the issues of their lives, and they were not afraid to share them with the class. The only thing the students could not do was to leave the essays open-ended, to continue questioning. When asked about the assignment, students offered the following ideas: keep the class small; keep the exploratory essay the first one of the semester; stress the open-endedness of the assignment; and provide a model to follow. (PRA)

**ED 348 673** CS 213 469

Frisk, Philip

**Black English and the Henry Higgins Project:**

**Avoiding Disempowering Interventions into**

**"Black English."**

Pub Date—Mar 89

Note—19p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Black Dialects, \*Black Students, Case Studies, Discourse Analysis, \*Freshman Composition, Higher Education, Language Usage, \*Student Attitudes, \*Student Reaction, Teacher Student Relationship  
Identifiers—Afro Americans, Empowerment, \*Freire (Paulo)

Analysis of a few short segments of discourse, produced by two Afro-American college students in a freshman composition class, demonstrates one obvious way in which young people in the United States are severely threatened by the educational system. "Darrell" tells the story of how he was suspended from high school by a respected teacher and his subsequent "giving in" and becoming the great student everyone knew he could be. This demonstrates the validity and applicability of Paulo Freire's theory of the violence behind the formation of oppressed consciousness and how what Freire calls "domesticating education" produces the absence of a fighting spirit, the disinclination to criticize, and accommodation. Two short utterances of "Linda" identify and define a more resisting attitude, which, though capable of enacting its critical and fighting spirit, is nevertheless inhibited from producing criticism in other than alienated forms. Even if writing teachers limit their aspirations as teachers to improving students' thinking and writing skills, the best way forward even for those modest goals is through the Freirian project of helping promote and enact in students what he calls a critical sense of their reality—in contrast to what can be defined as the disempowering "Henry Higgins" project. (Sixteen notes are included; 28 references—some with brief annotations—are attached.) (RS)

**ED 348 674** CS 213 470

Kelly, Kathleen Ann And Others

**To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training.**

Pub Date—Mar 92

Note—23p; Revised version of a roundtable presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College English, Higher Education, Popular Culture, \*Power Structure, Sex Role, \*Teacher Education, Teacher Student Relationship, \*Teaching Assistants, Teaching Styles, \*Writing Instruction  
Identifiers—\*Foucault (Michel)

Michel Foucault's theories provide a way to understand the power dynamics often present in teacher-training, in which teaching assistants negotiate among various "knowledge" in order to develop a classroom teaching style that both honors

and resists their training. In "The Archaeology of (Gendered) Knowledge" (by Scot Petersen), a graduate student discusses the difficulty of coming to terms with his own gender constructs while working within a gender-conscious writing program. In "Pop! Goes the Classroom: The History of Textuality" (by Laurie Nardone), another graduate student discusses how introducing popular culture as a serious subject of discussion into the classroom has the potential to subvert what the Department of English recognizes as textuality. Finally, in "Underlife and Teacher-Training: The Paradox of Leaving Room for Anarchy" (by Kathleen Ann Kelly), a writing program administrator reads the relationship between new teaching assistants and their supervisor through Robert Brooke's concept of "underlife." (SR)

**ED 348 675** CS 213 472

**TAAS and the Writing Process: A Composition**

**Handbook. Grades 3 through 5.**

Texas Education Agency, Austin.

Pub Date—[91]

Note—241p; For grades 1-3 handbook, see ED 344

227; for grades 9-12 handbook, see ED 344 228.

Available from—Publications Distribution Office, Texas Education Agency, William B. Travis Bldg., 1701 North Congress Ave., Austin, TX 78701-1494 (\$2).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Grade 3, Grade 4, Grade 5, Intermediate Grades, Primary Education, State Standards, \*Writing Evaluation, \*Writing Instruction, Writing Processes, Writing Skills, \*Writing Tests  
Identifiers—\*Process Approach (Writing), \*Texas Assessment of Academic Skills

This handbook is one of a series developed in response to requests to provide schools with additional information concerning the written composition portion of the Texas Assessment of Academic Skills (TAAS). The handbook focuses on grades 3 through 5. Following an introduction, the handbook is in two parts. Part 1 contains general information on the writing process and how that process applies to the TAAS writing test. This section includes discussions of prewriting, elaboration, revision, and editing. Part 2 provides scoring criteria and sample student papers with detailed annotations for each type of writing eligible for testing at Grade 5: informative/descriptive, informative/narrative ("how to"), expressive/narrative, informative/classificatory, and persuasive/descriptive. Three appendices present TAAS writing objectives and instructional targets for grade 5, and explanation of purpose/mode at grade 5, and eligible types of writing at grade 5. (SR)

**ED 348 676** CS 213 476

Nydahl, Joel

**An Experiment in Computer Ethics: Clustering Composition with Computer Applications.**

Pub Date—May 92

Note—16p; Paper presented at the Annual Meeting of the Conference on Computers and Writing (8th, Indianapolis, IN, May 1-3, 1992).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Business Education, Computer Literacy, Course Descriptions, \*Electronic Mail, Ethical Instruction, \*Freshman Composition, Higher Education, Instructional Effectiveness, Interdisciplinary Approach, \*Student Attitudes  
Identifiers—Babson College MA, \*Computer Ethics

Babson College (a school of business and management in Wellesley, Massachusetts) attempted to make a group of first-year students computer literate through "clustering." The same group of students were enrolled in two courses: a special section of "Composition" which stressed word processing as a composition aid and a regular section of "Introduction to Information Systems" (a course in which students learn various software packages). The composition course was structured around four sub-themes: technology and the shaping of society; gender issues; issues in education; and ethics and computers in business. Students wrote one essay on each sub-theme. Students were allowed to write on computer-related topics or to branch out to other related issues. Students were introduced to some of the legal and ethical issues brought about by computers (and were encouraged to write informally as much as possible) by using electronic mail (e-mail) as much as possible. Students developed close, friendly

relationships through e-mail. As a result of taking the cluster, students believed they were introduced and sensitized to ethical, legal, and moral implications of computer use. The faculty found livelier and more informed class discussions than in non-clustered classes as well as an improvement in the quality of student papers. Students also became enthusiastic users of e-mail, unlike their fellow students who did not take the cluster courses. (RS)

**ED 348 677** CS 213 478

Urowitz, Jack. *Bozzato, Eva*.  
**Today's Student Is Tomorrow's Citizen.**  
Pub Date—92

Note—14p.  
Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Class Activities, Foreign Countries, Grammar, Heuristics, Higher Education, Language Role, \*Rhetoric, Teaching Methods, Writing (Composition), Writing Improvement, \*Writing Instruction

Identifiers—Cultural Literacy

Contextualizing reality is the final goal of academic pursuit, and in college level language studies, a key goal should always be to make students aware of what they already know. The words used by humans are either organizational, functional words, or they are related to cultural literacy. Cultural literacy is a body of knowledge that all people share. Rhetoric can be studied from a classical orientation in order to demonstrate its applications for citizens today. A composition pattern can be used to format the logic of discourse and for critiquing virtually any type of oratory or written essay. A composition pattern makes students aware of what they already know. Moving from rhetoric to discourse, students shudder to think of grammar and parts of speech, but instructors can help them to understand the function of word types. By focusing on function words, or words that can not be drawn and which are used to organize and signify relationships, students can sometimes discover unclear statements. A color-coded word game played like Scrabble, in which students try to string words together into sentences, has also proven effective for creativity. By making students aware of their own language usage, they are helped to appreciate the linguistic miracle which is the hallmark of the human species. (An outline headed "How to Edit for Composition Pattern"; a list of function words; and a table headed "College Reading and Writing: The Composition Pattern" are appended.) (HB)

**ED 348 678** CS 213 479

Connelly, Colette  
**Lorna Dee Cervantes: A Writer in the Margins.**  
Pub Date—Mar 92

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Characterization, College English, Cultural Context, \*Feminism, Figurative Language, Legends, \*Literary Criticism, \*Mexican American Literature, \*Poetry

Identifiers—\*Cervantes (Lorna Dee), \*Feminist Criticism, Male Female Relationship

Chicana literary authors are sometimes thought to occupy the edges of two "texts," their own culture and the Anglo-American hegemony, where they are oppressed and marginalized by sexism and racism. In these margins, however, Chicana authors can dismantle stereotypes and construct new and empowering images of self. As an example of this kind of recreation of self through the act of writing, the poems of Lorna Dee Cervantes can serve as powerful examples. Many archetypal female figures have shaped the stereotypes of Chicano literature, the most influential being the story of "La Malinche," who acquiesces to sexual violation. Cervantes' early poem, "You Cramp My Style, Baby," attacks and denounces such sexual exploitation. In a later poem, "Emplumada," Cervantes' attack on the misogynous representations of "La Malinche" culminates in a complete revision of the character. The treatment of various images in the poem shows how Cervantes discovers and invents new inscriptions for the future. Thus, the second poem rewrites the female-male relationship that governed the earlier poem while simultaneously revising the legend of "La Malinche." (Twenty-two references are at-

tached.) (HB)

**ED 348 679** CS 213 484

Gomer, Judith R.  
**Improving the Writing of Underachieving Ninth Graders through Peer Tutoring.**  
Pub Date—92

Note—43p.; Ed.D. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Basic Skills, Grade 9, \*High Risk Students, High Schools, \*Peer Teaching, Student Evaluation, \*Student Motivation, \*Tutoring, Writing Attitudes, \*Writing Improvement, \*Writing Instruction

Identifiers—Writing Development

A practicum addressing the problems of low motivation and poor writing quality of 50 underachieving 9th-grade basic skills students is described in this report. The objectives were to increase motivation among the students and to improve the quality of their essay writing. Peer tutoring was used as a method for encouraging students to help each other improve their writing. Students were assigned nine essays to write in a 3-month period. Evaluations were done by fellow classmates, upper classmen, the Senior English teacher, and the Basic Skills teacher. Both conferencing and constructive written criticism were used for correction and improvement. Grading was accomplished by using a holistic scoring chart. Topics were chosen by the teacher in accordance with the state graduation examination so that the students would be well prepared at the time of testing. A plan was developed whereby each student had the opportunity to work with different partners, groups, and students from other classes. A survey assessed the students' attitudes about writing essays. Analysis of the data revealed that the participants' writing improved. Some attitudes about writing were also improved. The data in the practicum showed that self-esteem was enhanced when students worked together, a factor that caused their writing attitudes and abilities to improve. (One table is included; 22 references and 2 appendixes—containing the student questionnaire and a list of essay topics—are attached.) (Author/PRA)

**ED 348 680** CS 213 485

Freeman, Mary Helen  
**Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.**  
Pub Date—92

Note—69p.; Ed.D. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—\*Academically Gifted, Intermediate Grades, Primary Education, Writing Attitudes, \*Writing Improvement, \*Writing Instruction, \*Writing Processes, \*Writing Skills

Identifiers—\*Developmental Curriculum, \*Writing Development

A practicum was designed to increase third, fourth, and fifth grade gifted and talented students' exposure to the writing process. Nine behavioral objectives were identified: (1) demonstrating more prolifically and mechanically correct narratives; (2) demonstrating more positive feelings toward writing; (3) increasing the number of words used in a narrative; (4) completing a publication-ready narrative; (5) increasing selection of words in a narrative; (6) indicating success in having a written work published; (7) reporting self-improvement in the writing process; (8) increasing ability to inform readers; and (9) demonstrating a desire to write. Developmental writing lessons were designed to help students develop writing skills and to cooperatively share and assist each other in the writing process. Students participated in learning centers, integrated writing skills and viewed educational writing videos. Samples of the students' writing were collected before and after writing projects in portfolios, using a survey and a standard writing scale. All nine objectives were met successfully, and, in many areas, expectations were exceeded. The data from the practicum strongly validated the following: (1) students can improve their writing skills as a result of being exposed to a formalized developmental writing program; (2) students can develop a more cooperative and helping spirit when taught how to assist each other in writing projects; and (3) the use of technologies such as word processing and writing videos can enhance students' writing projects, as was shown in this practicum. In addition, parents, teach-

ers and other students benefitted from the gifted students being involved in the program. (Nine figures are included; 23 references and 7 appendixes are attached.) (Author/PRA)

**ED 348 681** CS 213 486

Fox, Stephen L.  
**Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students.**  
Pub Date—Mar 92

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Autobiographies, \*Freshman Composition, Higher Education, \*Literacy, \*Personal Narratives, Reading Writing Relationship, \*Student Attitudes, Writing Research

Identifiers—\*American Dream, Educational Issues, Literacy as a Social Process, University of Wisconsin

Despite the stereotype of today's undergraduates as having an inadequate literacy level, a teacher of English at a large midwestern university was surprised to find that students' literacy autobiographies reflect what might be called a conventional literacy success story, one that represents a strain of American autobiography dating back to Benjamin Franklin. Language and education have typically been seen in this country as a means to occupational, social, and political success and power. Writing and reading literacy autobiographies is a useful assignment because it helps students connect college with previous learning, can reignite the previous joy of writing and reading, and promotes a broader concept of literacy. However, the connection between literacy achievement and the success of the American Dream produces an ambivalent reaction for some teachers, since it subordinates literacy to other aims. The students in an introductory composition course at the University of Wisconsin were asked to write literacy autobiographies, and most of them narrated some literacy successes, often before schooling began. During their school years, however, students began to view reading and writing as required and less joyful enterprises. Overcoming fear is often associated with attaining success in literacy activities. In cases where attaining literacy involves great struggle, the success motif can be moving and inspirational. The downside of this outlook is the possibility that students will see literacy only in terms of a chore, and not in terms of play, adventure, and creativity. In a society that values success leading to the American Dream, teachers should try to instill in students other views of literacy focused on play, language and joy. (HB)

**ED 348 682** CS 213 488

Luboff, Gerald F.  
**Making Choices: Determining the Need To Be Out.**  
Pub Date—Mar 92

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Collegiality, Higher Education, \*Homosexuality, Student Attitudes, \*Student Reaction, \*Teacher Behavior, \*Teacher Effectiveness, \*Teacher Student Relationship

Identifiers—Homophobia, Professional Concerns

A respected and effective college writing instructor (who happens to be gay but does not find it necessary or desirable to announce his sexual orientation) considers himself respectful of all people and even tolerant of those wish to express views the instructor personally finds reprehensible. This has allowed students to open up to the instructor: students trust him because they know he respects everyone and they respect him as a teacher. Announcing his sexual orientation to his class would silence those students who hold prejudicial views about gays and lesbians. Two gay students concur in the instructor's belief that the decision to "come out" is up to the individual. The question of remaining closeted or coming out with regards to fellow instructors should also be up to the individual. To develop and maintain a satisfactory professional life, the instructor eventually found it necessary to be "out" with regard to his colleagues.

Yet being visibly gay does, at times, evoke hostile feelings from others. It also may not be politically wise to be openly lesbian or gay. Each situation in which instructors find themselves must be evaluated separately, and the decision as to whether or not they will identify themselves as lesbian or gay must be based on that specific situation. (RS)

**ED 348 683** CS 213 489

*Finkelstein, Karen S.*  
**Improving Language Arts Skills at the Elementary School Level.**  
Pub Date—Jun 92.  
Note—73p.; M.S. Practicum, Nova University.  
Pub Type—Dissertations/Theses—Practicum Papers (043)

**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—Grade 4, \*Inservice Teacher Education, Instructional Improvement, Integrated Curriculum, Intermediate Grades, Thinking Skills, Whole Language Approach, \*Writing Improvement, \*Writing Instruction, \*Writing Skills, Writing Strategies

Identifiers—Florida, \*Process Approach (Writing)  
The practicum described in this report was designed to make a significant difference in increasing students' language expression by assisting teachers with the appropriate techniques to incorporate effectively the writing process in an integrated language arts curriculum. The target group consisted of 150 fourth-grade students and the 5 fourth-grade teachers. The implementation period lasted 12 weeks and involved the use of critical thinking skills, analysis, synthesis, evaluation, and graphic organizers. Teachers participated in seven 2-hour training sessions designed to assist them in incorporating the writing process into the integrated language arts curriculum. The success of the practicum was based upon the target teachers' required training assignments, performance on the cognitive language arts composition posttest, and the target students' growth in language expression as measured on the Comprehensive Test of Basic Skills and a holistic scoring writing prompt. Results indicated that: (1) the wide variance between language mechanics and language expression scores was narrowed to a one percentile discrepancy; (2) 52% of the students met the criteria for successful language expression; and (3) all of the target teachers increased their knowledge of the writing process and demonstrated effective strategies for writing instruction. (Sixteen references, the teacher survey, two expository writing prompts, the holistic scoring guide, the teacher pre- and posttest, and the agenda for the teacher training sessions are attached.) (RS)

**ED 348 684** CS 213 490

*Roberts, Claudette M. Boggess, Barbara A.*  
**Non-Intrusive Grammar in Writing.**  
Pub Date—May 92

Note—20p.; Paper presented at the Annual Conference on Computers and Writing (8th, Indianapolis, IN, May 1-3, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, English Instruction, Grade 10, \*Grammar, \*High Schools, Sentence Structure, Writing Improvement, \*Writing Instruction, Writing Skills

Identifiers—Writing Development  
Since introducing a grammar unit can be daunting and frustrating for both teachers and students, a collaborative unit for a 10th-grade class was planned that would satisfy an administrative requirement but also maintain the integrity of the writing program. The unit was planned by developing an approach of non-intrusive grammar instruction at the computer based upon the work of Rei R. Noguchi. Noguchi's position derives from the polarized positions of the programmer instructors on the one side who place so much emphasis on mechanical errors that they "red-ink" student writing to a fatal hemorrhage, and the "anti-grammar" teachers on the other side who basically ignore grammar mistakes in favor of content. Noguchi emphasizes the use of "operational" definitions by tapping the unconscious knowledge that all users of English already possess. By reading even the most preposterous student samples from a semantic perspective, almost all of them reveal, for example, an awareness of the concept of sentences. A sentence combining technique using a "matrix" and "insert" to produce a desired "result" showed that most students were able to identify incomplete or unclear sentence structures. The use of grammatical "tag" and

"yes-no question" techniques also has proven effective in training students about sentence boundaries. Research results from the unit analysis bear this conclusion out: clearly, students had become more fluent at observing sentence boundaries throughout the unit. Part of the success can be attributed to the use of computers. Finally, student evaluations from the unit demonstrate that the objectives of the unit were satisfactorily achieved. (Three figures exhibiting the results of the study are attached.) (HB)

**ED 348 685** CS 213 491

*Weidner, Heidmarie Z.*  
**Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition.**

Pub Date—Mar 92  
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Historical Materials (060)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational History, \*Extracurricular Activities, Higher Education, \*Rhetoric, \*Student Organizations, Universities, Womens Education, Writing Research

Identifiers—Butler University IN, \*Literary Societies, Nineteenth Century, \*Nineteenth Century Rhetoric

Literary societies, while dying or already defunct in Eastern U.S. schools, still played significant roles in 19th-century frontier colleges like Butler University in Indianapolis, Indiana, and it is the thesis of the paper that a systematic investigation of the document left by these societies, although largely neglected by historians, will have important implications for the understanding of 19th century rhetoric and composition instruction. Involving most of the students at any one college, the societies (of which the first is usually thought to be the Spy Club at Harvard, founded in 1719) usually met once a week for the purpose of orations, declamations, essays, debates, parliamentary practice, and the edition of a student paper. At Butler, belonging to a literary society was an integral part of being a student. Three typical society activities—literary exercises, the critic's report, and the literary paper—demonstrate that societies complemented regular rhetorical education and offered students the opportunity of individual growth, peer support, and training for public life. The progress 19th-century women made toward equality in higher education can often be measured by their involvement in literary societies. At Butler, unlike other universities at the time, women were able to speak in class, read their own essays, and perform on a public platform. However, no opportunity to practice for public occasions existed until the women formed their own literary society. Generally said to have been in decline, nineteenth-century rhetoric emerges from a study of literary societies as central to education and society. (RS)

**ED 348 686** CS 213 492

*Moll, Patricia Buerke*  
**Children & Books 1: African American Story Books and Activities for All Children.**

Pub Date—91  
Note—227p.  
Available from—Patricia Buerke Moll, Hampton Mae Institute, 4104 Lynn Ave., Tampa, FL 33603 (\$14.95).

Pub Type—Guides—Classroom—Teacher (052)  
Document Not Available from EDRS.

Descriptors—Black Culture, Black History, \*Black Literature, Blacks, \*Childrens Literature, Class Activities, Cultural Context, Elementary Education, Literature Appreciation, Picture Books, Reading Materials

Identifiers—African Americans

Since young children in general can benefit by experiencing literature in which African-American children are the central figures, this book presents 86 selected children's story books featuring African-Americans as main characters and provides extension activities to involve children actively with the books. The books included were written or illustrated by African-Americans, or are about African culture, customs, and folklore. Chapter 1, Children Love Books, discusses the arrangement of the book and how to use it. Chapters 2 through 8 present the story books in general categories: Beginner Books, Folklore and Music, Family, Stories and Poetry,

Black History, Friends, and African Folktales and Customs. Each individual entry first presents information about the book being introduced plus a brief summary, then offers a "Story Time" section which states the theme of the story or narrative and describes ways to present it to children, and finally describes ideas for classroom activities which enlarge on the book's theme and message. Chapter 9 presents biographies of the authors and illustrators included in the text. An appendix includes a list of publishers, sources of other materials, sample parent letters, song lyrics, another story book entry, a 24-item bibliography, and a list of the Coretta Scott King Book Awards. (SR)

**ED 348 687** CS 213 493

*Sierra, Judy*  
**Cinderella. The Oryx Multicultural Folktale Series.**

Report No.—ISBN-0-89774-727-5  
Pub Date—92

Note—181p.; Published by Oryx Press.  
Available from—Oryx Press, 4041 North Central at Indian School Road, Phoenix, AZ 85012 (\$23.50).

Pub Type—Books (010)—Guides—Classroom—Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, \*Cultural Awareness, \*Cultural Differences, Elementary Secondary Education, \*Multicultural Education, Reading Aloud to Others, \*Tales

Identifiers—\*Cinderella, \*Folktales

Intended to be read aloud to children ages six to nine and read alone by children nine and up, this book presents 24 versions of the Cinderella folktale from around the world, thus representing a broad range of cultures, geographical areas, styles, and variations on the basic theme. The folktales in the book are intended to enhance children's awareness of cultural diversity while bringing together universal characteristics and behaviors that all people share. Following a preface and introduction, the book's first section presents the 24 tales, each one accompanied by a short introductory paragraph. The next section provides in-depth information about the cultural origins and bibliographic source of each tale for librarians and teachers. The book's final section ("Essays, Activities, and Resources") provides a range of related participatory activities for story hour and classrooms, as well as an essay about Cinderella and several bibliographies. (SR)

**ED 348 688** CS 213 494

*Phillips, Debra L.*  
**The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem.**

Pub Date—[91]  
Note—15p.

Pub Type—Reports—Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Development, Elementary Secondary Education, \*Heterogeneous Grouping, \*Language Arts, Self Esteem, \*Student Development, Teacher Behavior, \*Thematic Approach, \*Whole Language Approach, Writing Across the Curriculum

Identifiers—Navajo Reservation, New Mexico, Process Approach (Writing)

A teacher who had directed a K-12 language arts program at the Alamo Navajo Reservation in Magdalena, New Mexico employed problem-solving skills that involved the affective domain as well as the sensory-motor areas important to education even in older children. This teacher's classrooms are heterogeneously grouped. A thematic approach is used across the curriculum to learn through language. Third- and sixth-grade students write across the curriculum: spelling, reading skills, math, and language arts texts are integrated to complement the social studies curriculum, for example. Reading, reflection, and revision play an important role in the writing process approach used in the classroom. Oral exercises include "raps" made with spelling words, and reading aloud utilizing "beat" techniques. Groups of students follow developmental progression, and an interactive, thematic approach to multicultural literature insures affective/cognitive development. Various research indicates that it is by hearing written language read aloud that the emergent reader-writer constructs surface structure. Group reading and writing projects should include creative parallel activities that involve motor skills. Working in small groups, students read and write with reflection, integrating concepts as they move towards a larger understanding. (Two samples of



student writing are included; 25 references are attached.) (RS)

**ED 348 689**

CS 213 495

Shapiro, Marilyn

**What Do We Teach and How Do We Teach It?**

Pub Date—Apr 91

Note—23p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Freshman Composition, Higher Education, Literary Criticism, Literature Appreciation, \*Reader Response, Reader Text Relationship, \*Sex Differences, Writing Research Identifiers—Aesthetic Reading, \*Composition Theory, \*Feminist Scholarship, Lawrence University W1

Considering that some feminist critics have recently been approaching composition theory from a preconceived feminist perspective, the issue of maintaining an analytical bias while conducting research is once more emerging. By imposing an analytical model on a body of data, scholars run the risk of ignoring conclusions or focusing on those which corroborate their positions. Students in a freshman composition course at Lawrence Technological University were asked to write responses to Ernest Hemingway's story, "Hills Like White Elephants," the same method and story used in an earlier study by the feminist composition scholar Elizabeth Flynn. Unlike Flynn's results, male students did not "dominate" the text any more than females. The readings by males and females, however, did differ to some extent, and students' responses demonstrate a wide range of reading styles. Some frustration and anger was shown as students tried to fill in the "gaps" presented by this story. Hemingway never explicitly tells the reader that the man and woman are discussing their need for an abortion, forcing the reader to work hard to draw this conclusion. Midterm essay responses show that student response, both male and female, draws strongly on the teacher's explication. Researchers should focus on how students read both with and without the teacher's help. After two decades of reader-response analysis, perhaps the introduction of narrative theory into pedagogy is an idea whose time has come. (HB)

**ED 348 690**

CS 213 496

Sundermeier, Michael Whipple, Bob

**Beginning the Computer Community: Establishing a Computer Writing Classroom.**

Pub Date—May 92

Note—24p.; Paper presented at the Annual Conference on Computers and Writing (8th, Indianapolis, IN, May 1-3, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Networks, \*Computer Uses in Education, Higher Education, Program Descriptions, \*Program Development, \*Program Implementation, \*Writing Instruction, \*Writing Laboratories

Identifiers—Creighton University NE

The idea of setting up a computer center in the Creighton University English department was conceived in 1982 shortly after the department chair purchased his first computer. A committee on the relationship between the computer and English composition was established. In 1987, a proposal for 30 computers and 15 printers was turned down by the administration, as were later proposals. In the fall of 1990, a director of composition and chair of the composition committee was appointed to develop yet another computer plan. This plan for an English Computer Lab (ECL) which would focus on the teaching of writing involved the development of a composition program centered on the computer and located in a dedicated, networked classroom. A new Dean of the College was computer literate and enthusiastic and ready to put discretionary funds into the program. However, educating other communities in the university about the program was difficult and their interference in the form of lack of understanding, lack of cooperation, and general distrust of the new ECL community was maddening. Despite this, the project, with the Dean's approval, has gone forward. A computer room was found which, while not ideal, is functional and (most important) is under the department's control. A consultant was engaged whose usefulness lay in

acquiring prices for the workstations and installing the network software, not in choosing applications software and pedagogical approaches. Many quick lessons were learned about the functioning of such a computer room. Hardware and software problems also occurred. After the first week, the students and faculty reacted enthusiastically to the computer writing classroom. Concerns for the future include: mundane repair and replacement, administration, expansion, extrapolation, and spreading the word to the rest of the university. (RS)

**ED 348 691**

CS 213 497

LaPointe, Linda

**Connections through Inclusion (Multicultural Writing Community of the Two Year College).**

Pub Date—Mar 92

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Environment, \*Cooperative Learning, \*Cultural Awareness, Cultural Differences, Cultural Interrelationships, Group Activities, Higher Education, \*Multicultural Education, \*Two Year Colleges, Two Year College Students, Undergraduate Students, \*Writing Instruction

Identifiers—Discourse Communities

Education, like experience in general, is not static but evolutionary. The writing classroom of the two-year college must and does function as a multicultural environment which replaces the traditional melting pot metaphor with images of mosaic and tapestry. Today, over 50% of college freshmen are enrolled in two-year colleges, and these include students who are diverse in economic backgrounds, religions, races, and writing abilities. Thus, a sense of the world community has influenced the environments of composition classrooms. Primarily, it is vital that diversity and multiculturalism remain key aspects of the move toward such a community. In diverse classrooms, groups and assignments can be organized to include as many perspectives as possible. Reading aloud to the students can foster interesting discussions. Portfolio assessment can also provide momentum for student revision. Computer networking in composition courses also has proven useful. In short, the multicultural writing classroom can produce the necessary connections for all students, and multicultural writing communities strengthen the student writer and reader. (HB)

**ED 348 692**

CS 213 498

Deneire, Marc

**Democratizing English as an International Language.**

Pub Date—Apr 92

Note—23p.; Paper presented at the Conference on World Englishes Today (Urbana, IL, April 2-4, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—English (Second Language), \*International Relations, Language Attitudes, \*Language Role, Political Issues, \*Political Power, \*Politics of Education

Identifiers—Cultural Hegemony, Educational Issues, \*English as an International Language

The aim of this paper is threefold. The first section shows how the political uses of language engendered by both western-style liberalism on the one hand and various forms of nationalism on the other lead to the negation of democratic ideals. Because of the current international situation, political aspects of language are receiving more and more attention. Second and Third World countries regularly accuse the United States and other First World countries of linguistic imperialism. In the former, national languages have become a weapon against the external imposition of a "new world order." The second section focuses on intellectuals and education and their role in the reproduction of these systems. Language specialists and teachers typically function as instruments of dominant ideologies; their nearly exclusive focus on linguistic and developmental issues tends to obscure the broader socio-political context underlying their theories. The third section suggests ways in which English as an International Language (EIL) could function as a democratic language through the de-

velopment of a transglossic function for English and through the democratization of education. Only as learners participate in the educational process, and following Gramsci are elevated to the status of intellectuals capable of making their own decisions, will a democratic model of EIL be aimed at. (Contains 27 references.) (Author/SR)

**ED 348 693**

CS 213 499

Keessen, Jan White, Marjorie Ann

**Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC-An Answer to Multicultural Diversity."**

Pub Date—Oct 91

Note—8p.; Papers presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992) and the Annual Minority Student Today Conference (San Antonio, TX, October 1991).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Chemistry, Guidelines, Higher Education, \*Interdisciplinary Approach, Multicultural Education, Science Instruction, \*Writing Across the Curriculum, \*Writing Assignments, \*Writing Difficulties, Writing Instruction

Identifiers—Educational Issues, Writing Contexts

Two papers presented at two different conferences and both discussing issues related to writing across the curriculum, are presented in this document. The first paper, "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," (Jan Keessen), presented at the 1992 "four C's" conference, discusses the need to gather data on problems in students' written communication encountered by professors in many disciplines, and then to create interdisciplinary guidelines for more effective teaching of writing. The second paper, "WAC-An Answer to Multicultural Diversity," (Marjorie Ann White), presented at the 1991 Minority Student Today conference, points out the utility of writing across the curriculum in the chemistry classroom, and offers several practical writing ideas. (SR)

**ED 348 694**

CS 213 501

Behrman, Carol H.

**Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.**

Report No.—ISBN-0-87628-409-8

Pub Date—90

Note—240p.

Available from—Center for Applied Research in Education, Book Distribution Center, Route 59 at Brookhill Dr., West Nyack, NY 10994 (\$27.95 plus \$4.96 postage/handling, plus sales tax).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, \*Creative Writing,

\*Essays, Intermediate Grades, Journalism, \*Journal Writing, Junior High Schools, \*Letters (Correspondence), \*Poetry, Student Publications, Writing Assignments, Writing Improvement, \*Writing Instruction

Identifiers—\*Process Approach (Writing)

Compiled by a classroom teacher for classroom teachers, this book presents over 75 activities and over 140 associated worksheets designed to implement the process approach to writing in the fourth through eighth grade classroom. The book notes that process writing provides the student not only with a "recipe" for writing, but also with two enormously effective tools—motivation and control. Each chapter of the book offers a series of activity instructions followed by one or more blackline master activity worksheets for each activity. Chapter titles are: (1) Unlocking the Doors to Written Expression; (2) Creative Writing; (3) Writing a Personal Essay; (4) Preparing a "Writer's Notebook"; (5) Journal Writing; (6) Journalism; (7) Letters; (8) Poetry; and (9) Publication. (RS)

**ED 348 695**

CS 213 504

Casaregola, Vincent

**"Declassifying" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance.**

Pub Date—Mar 92

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cultural Context, Discourse Analy-

sis, Discourse Modes, Higher Education, \*Rhetoric, Speech Communication, \*Writing (Composition), Writing Instruction  
Identifiers—\*Classical Rhetoric, Composition Theory, \*Orality

Today's society is so bound by the conventions of print-based culture that it is almost impossible to recreate the spirit of the highly dynamic, ancient art form of rhetoric. Rhetoric's origins lie in the art of oral rhapsodic composing that involved a complex set of interrelated mental and linguistic patterns. Most contemporary scholars of composition have discussed ancient rhetoric exclusively in terms of producing written texts. However, the most important aspect of rhetoric was its oral performative nature. This discovery can inform and enrich the art of contemporary textual composition. As numerous critics have argued, the consciousness of a culture is largely shaped by its media, and in ancient Greece, this medium was the spoken language. A dramatic tension existed between spoken and written language. The various parts of rhetoric, such as ethos, pathos, style, delivery, and so on, were conceived of as entirely a part of the performative matrix. For today's classroom, an ongoing interaction between the individual engaged in the composing process and the emergent text is similar to the connection between performance and text in ancient rhetoric. As at various times throughout the history of rhetoric, today's society is a culture complicated by the interaction of distinctive media, and in this context, writing instructors may be ready for a revival and reassessment of ancient rhetoric as a performative art that is oral, textual, and visual all at once. (HB)

ED 348 696 CS 213 511

DeNight, Shawn

Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading.

Pub Date—Aug 92

Note—20p; Paper presented at the International Conference on Critical Thinking and Educational Reform (12th, Rohnert Park, CA, August 9-12, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Black Dialects, \*Error Correction, Grade 11, High Schools, \*Oral Reading, \*Proofreading, \*Silent Reading, \*Writing Improvement, Writing Research

Identifiers—Error Detection

The purpose of this study was to examine whether proofreading a text aloud was more effective than silent proofreading in helping Black English Vernacular (BEV) speaking students to locate and correct dialect features in writing. The study was divided into two parts. In the first part, 29 11th grade BEV-speakers edited three teacher-produced texts, one through silent proofreading, another by oral proofreading, and a third by listening to the teacher read the text aloud. In the second part of the study, 12 of the 29 subjects proofread excerpts from their own writing using both an oral and a silent proofreading strategy. When controlling for order and repetition effects, means of the number of errors located and corrected for the different types of proofreading were substantially the same. The results indicate that oral proofreading is not more effective than silent proofreading as an editing strategy. The findings suggest that while different proofreading strategies do help BEV-speaking students to find some of the errors in their own writing, all such strategies were of marginal effectiveness—fewer than 20% of student-produced errors were detected. One conclusion to be drawn from this may be that results of such activities do not warrant large investments of class time for this practice. (Two tables of data are included; 18 references are attached.) (Author)

ED 348 697 CS 507 837

Miller, Jerry L.

Storytelling: The Original Narrative.

Pub Date—Nov 91

Note—14p; Paper presented at the Annual Meeting of the Speech Communication Association, (77th, Atlanta, GA, October 31-November 3, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audience Awareness, \*Audience Response, Debate, Higher Education, \*Narration, \*Personal Narratives, \*Story Telling  
Identifiers—Communication Strategies, \*Debate Tournaments

Original stories can provide a wealth of opportunity for forensics competitors. Original storytelling requires the sharing of a personal experience or family narrative that is adaptable to audiences differing in age and education. Community organizations and groups are invited to participate as audience members and vary from round to round. Evaluation is based on how well the competitor relates to the "real" audience in comparison to the other competitors in the round. An example of a family narrative is "The Blizzard of 1957," a story that has been told in the Miller family since 1957. This story, which relates how the family endured the blizzard, was one of many stories that became rituals in the family, welcoming the first snowstorm or spring rain. Storytelling is a fundamental, persuasive, and powerful mode of communicating, which provides a unique alternative for competitors to share their narratives with various audiences ranging from preschool aged children to retired individuals. Audience adaptation is a fundamental part of storytelling. Inviting community organizations and groups to participate can foster skills in audience adaptation and provide a service to the community. Storytelling offers a credible alternative to traditional forensics tournaments. (PRA)

ED 348 698 CS 507 887

Hauser, Deborah

The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico.

Pub Date—Feb 92

Note—30p; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Case Studies, Educational Finance, Educational Trends, Financial Problems, Higher Education, \*Interviews, \*Part Time Faculty, Research Methodology, \*Retrenchment, \*Teacher Attitudes, \*Women Faculty

Identifiers—California State University Chico, Interpretive Research

The budget crisis in higher education offers one arena in which to investigate the impact of the current recession. The effects of a university funding crisis are usually presented in quantitative terms, such as how many positions will be cut or how much departmental budgets and salaries might be affected. However, such crises should also be discussed in qualitative terms. For example, studies of the effects of a budget crisis in higher education should look at the personal experiences of those who perhaps feel the crisis most directly, the part-time faculty of an institution. Specifically, interviews were carried out with two female part-time faculty members faced with the effects of the economic crisis at California State University, Chico. The methodology of the study was based on a phenomenological approach. The findings corroborate other research on women's experience which suggests that women tend to identify self with other and to fuse the often separated categories of personal and professional life. The threat of lay-off caused the women in this study to violate this identification, however, and instead to exist on the boundary of that fusion. Their world was characterized as a tense, negative experience that threw into doubt fundamental beliefs about self and work. Findings suggest that a solely quantitative investigation would not reveal the depth of detail and description which qualitative interview techniques and phenomenological interpretation can provide. (An appendix includes numerous excerpts from the interviews.) (HB)

ED 348 699 CS 507 888

Kersten, Larry Phillips, Stephen R.

Electronic Identities: The Strategic Use of Email for Impression Management.

Pub Date—Feb 92

Note—28p; Paper presented at the Annual Meeting of the Western Speech Communication Association (63rd, Boise, ID, February 21-25, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Research, \*Electronic Mail, Higher Education, Information Networks, \*Interpersonal Communication, Network Analysis, Research Methodology  
Identifiers—Communication Strategies, Computer

Communication, \*Impression Management

Traditionally, e-mail (electronic mail) has been seen as an efficient communications medium for the transmission of simple, routine, unambiguous messages. More recent research has argued that the simple, efficient view of e-mail is incomplete. Future research should be extended into the strategic and symbolic functions of email, such as the use of email for impression management. Impression management has a lengthy and interesting development in the fields of sociology and social psychology, but has remained largely ignored by those in the field of communications. Communications scholars should focus on the potential use of email for impression management for three reasons: (1) the use of email influences the development, maintenance and distribution of power in organizations; (2) email has a potential impact on a worker's job satisfaction; and (3) as computer technology becomes more common, researchers should investigate the ways employees reinvent technologies to reach social goals. Data were gathered from over 1,100 messages from 25 employees at a west coast research institute affiliated with a major university. The data suggests that numerous behaviors exhibited by email users can be related to impression management, and provide examples of goals, illustrations of impression management (ingratiation, self-promotion, intimidation, exemplification, and supplication), and examples of four types of ceremony (personalization, keeping in touch, salutations and conclusions, and meta-messages). A methodology for the study of the ways email is used for impression management could be based on the strategy of triangulation of methods, which involves a series of dialogues. (Thirty-seven references are attached.) (HB)

ED 348 700 CS 507 889

Drama Curriculum Guide K-6. North Dakota Arts Curriculum Project.

North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date—Aug 90

Note—117p; For the guide for grades 7-12, see CS 507 890.

Available from—Department of Public Instruction, Supply Division, State Capitol - 11th Floor, 600 East Boulevard Avenue, Bismarck, ND 58505-0440.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Class Activities, Elementary Education, Integrated Activities, Learning Activities, State Curriculum Guides, \*Theater Arts, Units of Study

Identifiers—\*Drama in Education

This curriculum guide provides the means for elementary students to develop an understanding and appreciation of drama as an integral part of the educational process. It concentrates on the process rather than the product of dramatic art, and provides a sequential progression of ideas, exercises, and strategies which can be adapted by teachers to the needs of their particular students. Following an introduction, a statement of philosophy, goals and objectives, and a scope and sequence chart, the guide—in its first major section—presents four units of study: (1) Sensual Awareness, Concentration and Imagination; (2) Simple Pantomime; (3) Simple Improvisation; and (4) Playmaking. Within each unit of study, various objectives are outlined, a list of resources is included, and activities are suggested which pertain to the specific topic area. The guide's second major section, "Integrating Drama into the General Curriculum," notes that drama has great application as a learning tool in other areas of the curriculum, and offers sample activities which integrate drama into the basic subjects: language arts, social studies, math, and science. Two appendices present evaluation strategies and bibliographies. (SR)

ED 348 701 CS 507 890

Drama Curriculum Guide 7-12. North Dakota Arts Curriculum Project.

North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date—Sep 91

Note—80p; For K-6 guide, see CS 507 889.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Class Activities, Learning Activities, Secondary Education, State Curriculum Guides, \*Theater Arts, Units of Study

Identifiers—\*Drama in Education, Theater History  
Intended to help students develop into discerning

and perceptive theater audience members, this curriculum guide seeks to promote a course of study in which each and every student becomes aware of the world around them and how the arts, and specifically theater, are a reflection of and a comment on the world. It includes goals, objectives, activities, and evaluation techniques that may be used in developing both junior high and high school courses that will foster an appreciation and understanding of theater. Following an introduction, philosophy statement, list of goals and general objectives, and a scope and sequence chart, the guide presents six units of study: (1) Dramatic Literature; (2) Theater History; (3) Theater Theory; (4) Elements of Performance; (5) Theater Appreciation; and (6) Self. Within each unit of study, various goals are outlined, learner outcomes and evaluation techniques are suggested, a teacher's self-assessment form is provided, a short bibliography is included, and several sample activities are included which pertain to the specific topic area. A bibliography lists theater organizations in North Dakota as well as publishers of plays and musicals. A theater perusal script inventory is attached. (SR)

**ED 348 702** CS 507 893

*Sanchez, RosaBelia Porter, W. Marc*  
**In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training.**

Pub Date—1 Nov 91

Note—27p; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Communication Research, \*Cultural Differences, Discourse Analysis, Interpersonal Communication, Interviews, \*Multicultural Education, \*Organizational Communication, \*Trainers

Identifiers—Communication Context, Consultant Role, Workforce 2000

Language is not to be considered neutral for it works to establish privileged interpretations of reality that assume the illusion of a shared and natural reality. This study examined how consultants specializing in multicultural organizational interventions construct a particular meaning of "diversity" in their responses to a heterogeneous workforce. Subjects were six human resource development (HRD) consultants selected from three different chapters of the American Society for Training and Development, all between 40 and 50 years old. Individual interviews lasted from 45 to 90 minutes and were audiotaped and later transcribed for textual analysis. W. B. Pearce's conception of a "cosmopolitan communicator" (understanding another by making the other's social reality a part of the communicator's own lived experience) and a semiotic framework were used to analyze the interview data. Results indicated that two primary characters emerged from the texts of diversity consultants: the HRD professional and the trainee. Actions for diversity trainers most often were signified using terms representing the goals or desired outcomes of an intervention. The symbolic codes operate by unfolding narratives through the setting apart of binary oppositions—such as affirmative action/equal employment opportunity (AA/EEO) versus diversity programs, equality versus equity, and dominant versus subordinate cultures. The HRD professionals work as developers of moral good. Findings suggest how the language of diversity and AA/EEO produce two separate, but fundamentally related, perspectives of workplace discrimination. (Twenty-four references are attached.) (RS)

**ED 348 703** CS 507 895

*Watson, Kattie W. And Others*  
**Development and Validation of the Listener Preference Profile.**

Pub Date—Mar 92

Note—24p; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Factor Analysis, Higher Education, Item Analysis, \*Listening, \*Listening Habits, Sex Differences, \*Test Reliability, \*Test Validity  
Identifiers—\*Listener Preference Profile, Listening Research

The Listener Preference Profile (LPP) was de-

signed to identify habitual listening responses. Items for the LPP were generated from listening behaviors identified from a systematic review of the listening literature and modified based on administration to several pilot groups. Results of factor analyses identified four clusters (people, content, action, and time-oriented listening) and were used to revise the LPP. A study was designed to validate the LPP. Subjects, 392 undergraduate students in a southern university enrolled in a basic professional communication class, were administered the LPP twice within 24 hours—first in combination with two other self-administered assessment instruments (with randomized order of elements) and then independently with items randomized in a different order. Factor analyses, estimates of internal consistency, and the prevalence of different listening preference orientations were examined. Results indicated that: (1) test-retest reliability instruments suggest stability in the assessment of listener preferences over time; (2) gender differences existed in task versus relational listening; (3) multiple listener preferences were common between listeners; and (4) 21% of the sample indicated no preference for any of the listener orientations. Findings suggest that the Listener Preference Profile is a reliable instrument and has potential as a research and/or training tool. (Three tables of data are included; 44 references are attached.) (RS)

**ED 348 704** CS 507 896

*Berens, Eileen Nance, Teresa A.*  
**Is What We Have, What We Want? A Critical Review of Selected Basic Course Textbooks.**

Pub Date—2 Nov 92

Note—25p; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Comparative Analysis, Content Analysis, Higher Education, Introductory Courses, \*Public Speaking, Speech Instruction, \*Textbook Content, Textbook Evaluation, Textbook Research, \*Textbooks

Identifiers—Speech Communication Education

A two-stage study was designed to offer a comprehensive analysis of current basic public speaking textbooks. The first stage involved a comprehensive classification, enumeration, and comparison of the substance of six textbooks identified by publishers as leading competitors on the public speaking market. Results from the first stage formed the basis of the framework for the second stage in the development of criteria to be applied to the broad areas of theory, instructional techniques, and communication technology. Results indicated that: (1) there is remarkable consistency in the topics covered in the textbooks, all of which show a clear pragmatic skills orientation; (2) theory presented in public speaking textbooks can best be described as traditional, with new communication theory often not integrated into the chapters; (3) despite differences in emphasis and arrangement, public speaking textbooks follow the same basic structural pattern they have for most of the 20th century; and (4) issues such as the impact of cultural diversity and media have not been integrated into the substance of the textbooks. Findings suggest that public speaking textbooks need to change, but that significant change will only occur when classroom teachers can articulate clearly what they want. (Four tables of data are included; 18 references and a list of textbooks evaluated are attached.) (RS)

**ED 348 705** CS 507 898

*McCallum, Karin*  
**The Status of the Business and Professional Communication Course.**

Pub Date—Apr 92

Note—13p; Paper presented at the Annual Meeting of the Sooner Communication Conference (Norman, OK, April 4, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Communication, Communication Research, \*Communication Skills, \*Course Content, \*Course Organization, Higher Education, Questionnaires, School Surveys, \*Speech Communication

Identifiers—Teacher Surveys, Texas

A survey assessed the current status of the busi-

ness and professional communication course. A questionnaire was completed by faculty members at 39 Texas colleges and universities. Results indicated that 66% of the institutions surveyed offered a course in business and professional communication (with titles such as Business Speech, Oral Communication, and Business and Professional Communication), and with different approaches used, such as a combination course or a public speaking course. Results also ranked specific communication skills included in such courses according to their importance (including organization of ideas, self confidence, and eye contact), and indicated the class time devoted to the various skills. (Three tables of data are included; 22 references are attached.) (SR)

**ED 348 706** CS 507 900

*Martin, Judith M.*  
**Teachers' Communication Skills: The Key to Successful Parent Involvement.**

Pub Date—[92]

Note—17p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, Faculty Development, Higher Education, \*Inservice Education, \*Interpersonal Communication, \*Parent Participation, \*Parent Teacher Cooperation, \*Teacher Effectiveness

Identifiers—Communication Behavior

Parent involvement begins with teachers and principals. They initiate the contact with the parents. How parents respond depends on how they are regarded—whether they feel respected and needed. The teacher has to model openness, so that the parent develops trust and becomes more willing to disclose and resolve. If teachers concern themselves with the "untrained parent" who might unwittingly interfere with their educational turf, teachers will not be able to sincerely produce the communication behavior that reflects openness. Furthermore, teachers must not view parent involvement as a burden and need to be better educated in strategies for involving parents. Two solutions to these problems are: (1) require at least one college course on interpersonal skills for new teachers; and (2) provide staff development on parent involvement for experienced teachers. The goals are to raise teachers' consciousness about the value of involving parents and to train them in the skills they will need to communicate with parents. A several-session course which begins with reinforcing teachers' successes and which includes activities for practicing learned skills can help to accomplish these goals. (PRA)

**ED 348 707** CS 507 903

*Bales, Terry Wallace*  
**The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture.**

Rancho Santiago Community Coll., Santa Ana, Calif.

Pub Date—5 Jan 89

Note—22p.

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communications, \*Educational Trends, Elementary Secondary Education, Higher Education, Information Technology, \*Mass Media, \*Mass Media Effects, \*Mass Media Role, Popular Culture

Identifiers—\*Educational Issues, McLuhan (Marshall), Media Education

In this high tech era when nations are competing fiercely for every edge, America's educational institutions are being accused of producing an army of illiterates who cannot read their graduation diplomas or locate the United States on a world map. The most significant change over the past 30 years is surely the environment surrounding the lives of the students who are presently being taught. The breakdown of the family unit, the rise of immigrants in the public schools, and a rush toward specialization in almost every subject have changed the educational environment. Many scholars are even beginning to treat the media as co-equals with the family and religion as the central shaping force in culture today. Led by Marshall McLuhan, some have argued that electronic media and print media of the past are fundamentally different. Television is now the most successful and most influential medium of all. Newspapers have been hard hit, and a striving after simplicity has resulted, with some suggesting that now speed is this nation's addiction. But having an



informed citizenry is vital to the lifeblood of democracy. Thus, the challenges facing education in this new media age are staggering, with some scholars suggesting that all students take some sort of media education course. (Twenty-four references and a biographical sketch of the author are attached.) (HB)

ED 348 708

CS 507 929

Courtney, Jan. And Others

**Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas-Pan American.**

Pub Date—1 Nov 91

Note—14p; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Communication Apprehension, Communication Research, Communication Skills, Fear, Higher Education, High Risk Students, \*Instructional Effectiveness, Introductory Courses, \*Mexican Americans, Shyness, \*Speech Communication, \*Speech Instruction, Undergraduate Students

Identifiers—Communication Behavior, University of Texas Pan American

This pilot study examined the communication apprehension (CA) in the student public speaking population, specifically the high risk Mexican American students, at the University of Texas, Pan American. The study also measured the effectiveness of the beginning speech class and the optional speech lab on CA and grade performance. Both high and low communication apprehensives (CAs) improved their performances with the speech class to a significant degree. High CAs with high or moderate use of the speech lab raised performance levels, while those with no lab use showed no significant difference. Low CAs with high lab use also showed significant improvement. No significant differences were seen due to sex, ethnicity, bilingualism or first language on the baseline pretest. However, Hispanic students had a significant decrease in CA after treatment, while Anglos did not. Some differences were seen between male and female, as well as those whose first language was Spanish, with regard to performance increase. Findings suggest that other more complete and controlled studies need to be conducted in this area. (Twenty-eight references are attached.) (HB)

## EA

ED 348 709

EA 024 027

**Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990).**

Tennessee State Univ., Nashville. Center of Excellence: Basic Skills.

Pub Date—May 90

Note—112p.

Pub Type—Collected Works — Proceedings (021)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Administrator Education, \*Administrator Selection, Assessment Centers (Personnel), \*Assistant Principals, Educational Administration, Elementary Secondary Education, \*Faculty Recruitment, Higher Education, \*Labor Turnover, \*Leadership, \*Principals, Public Schools

Identifiers—\*Tennessee

At a 1990 symposium on principals, speakers from Tennessee and other states shared their perspectives on school leadership. The symposium proceedings contains the following presentations: (1) "Under Fire: The School, the Principal and the Preparation Program" (Barbara Nye and Mary Jane Connelly); (2) "The Roles of Principals: Today's and Tomorrow's Schools" (Christine Johnson); (3) "A Tennessee Case Study: Eight Beginning Principals" (Frances C. Fowler and Cynthia T. Gettys); (4) "The Principal in Tennessee Schools: A Policy Statement (preliminary recommendations)" (Kenneth E. Nye); (5) "Principals and Assistant Principals: The Current Work Force, Supply and Demand" (Karen Weeks); (6) "National and State Goals for Education: The Role of School Leaders" (William L. Lepley); (7) "National Picture: Preparation and Certification of Principals (an outline)"

(Scott D. Thompson); (8) "Developing Leaders for Tomorrow's Schools" (Philip Hallinger and Joseph Murphy); (9) "Assessment Centers: Identifying and Developing Effective Principals" (Lenor Hersey); (10) "Preparing School Administrators in Alabama" (Rodney Roth); (11) "Making Better Principals and Making Principals Better" (Wayne Wornor and David Parks); and (12) "Leadership 21: Preparing Principals for the Twenty-First Century" (Gary Ubben). Following the presentations is a summary report, with 28 references, intended to be used to develop specific policy recommendations. The appendices contain a list of the symposium planning committee members, the agenda, and two reports of relevant Tennessee Board of Education policy. (MLF)

ED 348 710

EA 024 037

Berliner, David C.

**Educational Reform in an Era of Disinformation.**

Pub Date—Feb 92

Note—97p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 1992).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Academic Achievement, Comparative Education, \*Educational Assessment, Educational Change, Educational Objectives, \*Educational Quality, Elementary Secondary Education, Equal Education, Foreign Countries, \*Misconceptions, \*Outcomes of Education, Productivity, \*Public Education

Identifiers—Japan, \*National Education Goals 1990

Criticisms leveled at the American education system are examined in this paper, which asserts that misinformation about Japanese education should not be used as a basis for educational reform in the United States. Commonly reported changes made against the American public school system are explored; they include lowered student intelligence, decreased standardized test scores and academic achievement, overly expensive schools, the lack of a relationship between educational funding and school productivity, and declining mathematics and science competition in the world market. A historical overview indicates that business and the elite citizenry have waged a campaign of disinformation that identifies the American school system as a failure. Another conclusion is that many reform efforts will create greater economic and educational disparity. Five alternative national education goals are outlined: school readiness for all (including the provision of preschool programs and adequate day and health care); equal access to operational facilities; the creation of politically and socially involved graduates; the highest paid teachers in the world; and equalized school funding. A total of 17 figures are included. (41 references) (LMI)

ED 348 711

EA 024 125

Newmann, Fred M. Clune, William H.

**When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers.**

Center on Organization and Restructuring of Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—R117Q00005-92

Note—7p.

Pub Type—Collected Works — Serials (022) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Design, \*Curriculum Development, \*Curriculum Guides, \*Educational Change, Elementary Secondary Education, \*School Restructuring

The relationship between two educational improvement initiatives—school restructuring and systemic curriculum reform—is examined in this bulletin. School restructuring tends to focus on process in schools and curriculum reform concentrates more directly on content and curriculum across a range of schools. The main features, their promises and limitations, of each initiative are discussed. A conclusion is that systemic curriculum reform can offer restructured schools a high quality curriculum, while school restructuring provides a process for building the teaching/learning environment capable of supporting such a curriculum in diverse school communities. Policy makers must reach a consensus

about educational content and the delivery of resources necessary for substantial change. Equity is also a concern for both policy and practice because of the promise and perils of high standards for an increasingly diverse student population. (6 endnotes) (LMI)

ED 348 712

EA 024 150

Eubanks, Eugene Parish, Ralph

**Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender.**

Pub Date—Apr 92

Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Educational Discrimination, Educational Quality, \*Effective Schools Research, Elementary Secondary Education, \*Organizational Change, \*Organizational Climate, Outcomes of Education, Program Implementation, Racial Discrimination, \*School Effectiveness, Sex Bias, Socioeconomic Status

The relationship between effective schools research and the cultural aspect of school organizations are examined in this paper. The first part discusses how effective schools projects are designed and implemented as opposed to what is actually practiced. Differences between "tinkering" with existing structures, a strategy to maintain the status quo, and making substantive changes are discussed in the second part. The third part examines the influence of sociocultural conditions that produce different educational experiences based on race, class, and gender on program implementation. If reformed schools are to develop, two major considerations must be addressed—organizational development and learning. Four principles of learning and the organizational structures that support learning in urban settings are described and it is concluded that teachers and administrators must make substantive changes rather than tinkering with existing arrangements. (Contains 33 references.) (LMI)

ED 348 713

EA 024 152

Hickox, Edward S.

**Practices of Effective CEO's: A Preliminary Discussion.**

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—Apr 92

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, \*Administrator Effectiveness, Administrator Responsibility, \*Administrator Role, \*Board Administrator Relationship, \*Educational Administration, Elementary Secondary Education, Foreign Countries, Leadership Qualities, \*Leadership Styles, \*Working Hours

Identifiers—\*Ontario

Findings of a study that examined the administrative practices of effective senior administrators in Ontario, Canada are presented in this paper, which is based on the theoretical concept of "facilitative power" as described by Dunlap and Goldman (1991). This approach views effective leadership as working through others rather than exercising power over them. Data were obtained from interviews conducted in 10 Ontario school systems with 10 chief executive officers who were identified by their peers as effective. Findings indicate that administrators spent much of their time in meetings and interaction with diverse groups. They viewed their efforts as bringing potentially antagonistic forces together and as providing support. The data supported the concept of facilitative power, in that the administrators' practices focused on working through people in the system to achieve improvement or to reach a vision. Eight tables are included. (LMI)

ED 348 714

EA 024 153

Herrington, Carolyn D.

**State and Children: Relating Policy, Practice, and Finance at the State Level.**

Pub Date—Mar 92

Note—26p; Paper presented at the Annual Meeting of the American Education Finance Association.

tion (New Orleans, LA, March 1992).  
 Pub Type—Speeches/Meeting Papers (150) —  
 Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**\*Child Advocacy, Child Development, \*Child Welfare, Educational Policy, Elementary Secondary Education, \*New Federalism, Policy Formation, Public Policy, \*State Aid, \*State Government

The last decade has seen the convergence of three trends in the United States: a decline in the well-being of America's children; increasing overlap between the educational policy agenda and a broader policy agenda for children; and a shift in responsibility for social policy from the federal to the state level. This paper examines the current capacity of states to address children's needs, particularly in light of changing demographic and socioeconomic conditions. The first section examines the underlying philosophical, political, and administrative beliefs and structures that characterize society's responses to children. The second section reviews the current mismatch between state policymaking and the condition of children. State policies designed to improve the coordination of policies and services are analyzed in the third section. The final section outlines a proposed state-level policy framework that corresponds with knowledge about optimal child development. (31 references) (LMI)

**ED 348 715**

EA 024 154

*Noble, Douglas D.*

**New American Schools and the New World Order.**

Pub Date—Apr 92

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).  
 Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**\*Corporate Support, \*Educational Development, Elementary Secondary Education, Global Approach, \*Public Schools  
 Identifiers—\*New American Schools Development Corporation

The New American Schools Development Corporation (NASDC) was established in 1991 by President Bush to funnel corporate funds into innovative designs for "new American schools." NASDC's board will decide on a few proposals that will receive up to \$20 million each over 5 years to develop, implement, and market their designs. These selections promise to shape the directions of educational research, development, and policy for years to come. Since the NASDC represents a coordination of many of the principal corporate players in education reform across the nation, this paper briefly profiles the members of the NASDC board in order to contribute to a more general understanding of the intensified corporate presence in U.S. public education policy. Among the members are: James R. Jones, CEO of American Stock Exchange; James K. Baker, Arvin; John Clendenen of Bill South; Linda Wachner, CEO of Warnaco; and Louis Gerstner of RJR, etc. the members of the NASDC board in order to contribute to a more general understanding of the NASDC board members represent the cutting edge of a new global corporate order, aggressively and unsentimentally streamlining their work forces, shedding national allegiances, and evading regulatory constraints in pursuit of global competitive advantage. This paper discusses this posture first as it is directed toward NASDC's role within the New World Order and second as it is directed toward their own corporate organizations. Finally, there is an exploration of how this posture plays itself out in the promotion of the radical reinvention of public education through the design of new American schools. (RR)

**ED 348 716**

EA 024 156

*Aburno, Sofia Kim, Yungho*

**Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.**

Pub Date—Apr 92

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).  
 Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**\*Bilingual Education, Bilingual Education Programs, Elementary Secondary Education, \*Federal Legislation, Grants, \*Limited English Speaking, Principals, Program Effective-

ness, \*School Districts, Special Needs Students, Superintendents  
 Identifiers—\*Bilingual Education Act 1968, \*Capacity Building

The Title VII Bilingual Education Act was enacted in 1968 and reauthorized in 1988 to counteract the low academic achievement of limited-English-proficient students (LEPs). Through a competitive grant program, funds are provided to local education agencies (LEAs) to establish programs to serve LEP students. Based on findings of a national study that examined the impact of Title VII grants on LEA capacity building, i.e., the institutionalization of effective strategies for serving LEP populations, this paper describes respondents' perceptions of the capacity-building effectiveness of their districts. Four self-administered questionnaires were mailed to 201 superintendents, 204 project directors, and 322 principals from 550 school districts with project grants for the 1987-88 academic year. A total of 205 usable responses were obtained. Approximately one-half of the three groups combined reported that their districts' capacity-building efforts had been very effective. However, the majority of principals rated their districts as "somewhat effective." Each group shared similar and accurate perceptions of program accomplishments, which included identifying and assessing LEP students, recruiting and training bilingual staff, developing bilingual materials, integrating students with regular instructional programs, and securing mainstream support. Two tables are included. (LMI)

**ED 348 717**

EA 024 157

*Kanfer, Ruth*

**Education from a Workplace Perspective: Issues of Self-Management.**

Pub Date—Apr 92

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).  
 Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Competence, Economic Impact, Elementary Secondary Education, Human Capital, \*Job Skills, \*Labor Force, \*Labor Force Development, Organizational Effectiveness, \*Productivity, Work Environment

Changing conditions in the workplace and the impact of these changes on the individual worker are examined in this paper, which also discusses the implications of these changes for education and training. Major workplace trends likely to continue through the year 2000 include changes in work force demographics, in the industry mix, and in the nature of jobs. These developments suggest that students entering the work force during the next decade will need self-management skills and work orientation. The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills' (SCAN's) approach to the problem of linking education and training to workplace competencies, as outlined in a 1991 report, provides a descriptive framework for relating research to practice. Prescriptions for increased productivity must recognize individual goals, motivations, and skills. (17 references) (LMI)

**ED 348 718**

EA 024 158

*Luce, David R.*

**The Principal as Orchestral Conductor.**

Oregon School Study Council, Eugene.

Report No.—ISSN-0733-2548

Pub Date—92

Note—8p.

Journal Cit.—OSSC Report; v32 n3 p1-7 Spr 1992  
 Pub Type—Journal Articles (080) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**Administrator Education, Administrator Effectiveness, Elementary Secondary Education, Leadership Responsibility, \*Metaphors, \*Occupational Information, Orchestras, \*Principals

Identifiers—\*Conducting (Music)

A new way of viewing the principal is to think of the principal as an orchestral conductor. Insights gained from this perspective may help in progressing toward more healthy and productive school organizations. Both the conductor and the principal are highly visible by virtue of their positions and function as intermediaries in their respective fields. Five dimensions that characterize the role of the

conductor are the following: student; communicator; teacher; leader; and servant of the composer. Reframing the role of the principal in terms of those dimensions rests on four foundational premises: (1) adopting a holistic definition of learning; (2) learning methods and strategies that are effective in fostering this kind of learning; (3) seeing teachers as orchestral musicians; and (4) embracing a facilitative conception of power. Some ways of preparing present and future principals are offered along with ideas about how the staff and school system will have to change to fit the conductor framework. (Contains 29 references.) (MLF)

**ED 348 719**

EA 024 159

*Hunter, Madeline*

**How To Change to a Nongraded School.**

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-193-3

Pub Date—92

Note—83p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1403 (Stock No. 611-92108, \$6.95).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Change Strategies, Elementary Secondary Education, \*Evaluation Methods, Instructional Development, Learning Strategies, \*Nongraded Instructional Grouping, \*Organizational Development

This booklet is a reflection on a quarter century of successful leadership in a school that pioneered the nongraded learning environment and demonstrated the effectiveness of other innovations such as team teaching, elimination of tracking, long-term developmental objectives for each student, performance-based assessment, and cooperative learning. The booklet: (1) defines the nongraded school and describes its critical attributes; (2) explains what the nongraded school is designed to accomplish; (3) analyzes the organization of the nongraded school; (4) describes the placement of students in classes; (5) discusses planning of the curriculum and the instructional program; (6) identifies the necessary preparation of parents and teachers for a successful transition; (7) describes the reporting of students' progress as a result of successful nongrading; (8) analyzes the steps to independent learning; and (9) concludes with an account of how one traditional school became a nongraded and team-taught school with outstanding results. (Contains 14 references.) (LMI)

**ED 348 720**

EA 024 160

*Tan, Jee-Peng, Mingat, Alain*

**Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.**

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-2098-X

Pub Date—92

Note—239p.

Available from—World Bank Publications Department, 1818 H Street, N.W., Washington, DC 20433 (Order No. 12098; \$12.95).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Comparative Analysis, Developing Nations, Dropout Characteristics, \*Educational Assessment, \*Educational Development, \*Educational Finance, Educational Policy, \*Efficiency, Elementary Secondary Education, \*Equal Education, Foreign Countries, Higher Education, Human Capital, Primary Education, Public Policy, Resource Allocation, \*School Statistics, Social Indicators, Tables (Data)

Identifiers—\*Asia

Data analyzed in this study are drawn from varied sources including documents provided by governments in the context of the World Bank's operational activity. The data on a basic set of indicators were assembled for a core of 11 Asian countries (Bangladesh, China, India, Indonesia, Korea, Malaysia, Nepal, Papua New Guinea, the Philippines, Sri Lanka, and Thailand). Data for other Asian countries are also presented when available. After an overview, chapter 2 highlights the main features of education in Asia in an international and regional perspective. Chapter 3 provides more detailed documentation of education costs and financing arrange-

ments in Asian countries, focusing on such items as the pattern and level of unit costs across levels of education, the distribution of public spending, and the contribution of private financing. Efficiency and equity are addressed in chapters 4 and 5. Chapter 6 offers conclusions based on the cross-sectional analysis and makes suggestions for future work. The study concludes that the two most essential components of an effective education policy are greater attention to primary education and reduced public financing of higher education. Interspersed within the text are 49 tables and 36 figures. The appendices contain an additional 32 tables and the following: (1) a succinct description and comparative evaluation of the current status of education in individual Asian countries; (2) details on data sources and the corresponding core educational statistics; and (3) figures and miscellaneous data referred to in the text. (Contains 137 references.) (MLF)

ED 348 721

EA 024 164

French, Dan

**The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development.**

Massachusetts State Dept. of Education, Quincy. Pub Date—Dec 91

Note—18p.; Massachusetts Turning Points Project. Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Cooperative Planning, \*Educational Cooperation, \*Information Networks, Intermediate Grades, Junior High Schools, Middle Schools, Preadolescents, \*Professional Development

Identifiers—\*Massachusetts Middle Grade Region Alliance Network

The Massachusetts Middle Grade Regional Alliance Network, a program that provides collaborative professional-development opportunities to middle-grade educators, is summarized in this document. The goal of the regional alliance is to increase the collaboration between all institutions working with early adolescents in order to improve school success for middle-grade students. The rationale for and the purpose of middle-grade regional alliances are outlined, as well as a description of network activities, conditions for success, budgeting, organization, and state support. Appendices include a timeline for forming a regional alliance for the fiscal year 1992-93 and a list of Massachusetts Turning Points Advisory Committee recommendations. (LMI)

ED 348 722

EA 024 165

**Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals.**

Pennsylvania State Dept. of Education, Harrisburg. Pub Date—Sep 91

Note—116p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Assessment, \*Educational Objectives, \*Educational Quality, Elementary Secondary Education, Excellence in Education, Governance, \*Public Education, School Community Relationship, \*State Action, State Aid, State Norms, State Programs

Identifiers—\*National Education Goals 1990, \*Pennsylvania

Information about the performance of Pennsylvania's public schools in relation to the six national education goals developed by the nation's governors and the Bush Administration at the Charlottesville education summit is provided in this report. Initiatives taken to improve educational quality and plans for further action are described. The first part of the report presents an overview of Pennsylvania education, specifically, data on students, teachers, and state financial support. The second part evaluates the state's progress toward achieving the six national education goals. Each goal is listed along with its subsidiary objectives. Three areas are assessed under each goal: (1) quantitative information that describes Pennsylvania's status relative to the national goals; (2) current efforts under way to address these goals; and (3) future directions being planned or considered. Part 3 identifies the types of actions and roles that families, businesses, and communities are taking. Numerous graphs and tables are included. The appendix presents an overview of Pennsylvania educational governance; it includes an organizational chart and a list of contact individuals and organizations. (LMI)

ED 348 723

EA 024 166

Hyman, Carl S., Ed.

**The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community.**

ASSOCIATED: Jewish Community Federation of Baltimore, MD. Children of Harvey & Lyn Meyerhoff Philanthropic Fund; Fund for Educational Excellence, Baltimore, MD.

Pub Date—92

Note—245p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Community Action, \*Community Involvement, \*Community Programs, Community Services, Community Support, \*Cooperative Planning, Elementary Secondary Education, \*Family School Relationship, Fund Raising, \*School Community Relationship

Identifiers—Baltimore City Public Schools MD, \*Maryland (Baltimore)

Guidelines and ideas for creating successful school/community projects are provided in this handbook. Organized like a cookbook, the book contains 43 chapters by individual contributors who take a community-based approach to education, in which the schools are the pivotal institutions of a community. The first section outlines the roles, or "main ingredients," of various participants, who include students, administrators, business, higher education, the school board, staff, teachers, parents, volunteers, the clergy, and the media. Section 2 presents "recipes," or step-by-step instructions for the following kinds of projects: community service; fundraising, partnerships, grants, and alumni involvement; student/family/community involvement; legislative affairs; public relations; and student achievement. The third section discusses other issues, or "food for thought." Issues include project evaluation, advocacy, budgeting, and designing a school mission. The appendix lists community resources in: (1) Baltimore (Maryland); and (2) Maryland Maryland. (LMI)

ED 348 724

EA 024 167

Fuller, Bruce, Ed. Habte, Aklilu, Ed.

**Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.**

World Bank, Washington, D. C. Report No.—ISBN-0-8213-1932-9; ISSN-0259-210X

Pub Date—92

Note—64p.; Papers presented at a conference co-sponsored by the World Bank and USAID (Washington, DC).

Available from—Distribution Unit, Office of the Publisher, Department F, The World Bank, 1818 H Street, N.W., Washington, DC 20433 (free).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Developing Nations, Economic Development, Economic Factors, \*Educational Change, Educational Improvement, \*Educational Policy, Elementary Secondary Education, \*International Programs, \*Policy Formation, Program Implementation

Identifiers—\*Africa (Sub Sahara)

Progress made by African governments toward improving their educational policies is described in this collection of papers, which were presented at a conference cosponsored by the World Bank and the U.S. Agency for International Development (USAID). Since the mid-1980s, several educational policy adjustment programs have been initiated in Sub-Saharan Africa. This document examines these policy efforts, drawing on reports from government leaders and donor representatives from Ghana, Malawi, and Senegal. Three issues are addressed: the types of policy and budget changes; the effects of central policy change on the local school and community; and ways in which policy adjustment programs can strengthen institutions. Contents include: "Education Policy Adjustment," by Bruce Fuller and Aklilu Habte; "Policy Reform to Raise School Quality," by Edward Ngye; "Ghana's Policy Adjustment Initiative," by Vida Yeboah; "Social and Political Constraints on Education Reform," by Birger Fredriksen; "Inducing and Monitoring Policy Change," by Frances Kemmerer; and "Lessons Learned?" by Bruce Fuller. Three figures and two

tables are included. Distributors of World Bank publications and lists of recent World Bank and Africa Technical Department Series discussion papers are included. (44 references) (LMI)

ED 348 725

EA 024 168

Right in the Middle.

Illinois State Board of Education, Springfield.

Pub Date—92

Note—22p.; For a related document, see EA 024 258.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Cooperative Planning, Educational Innovation, Intermediate Grades, Junior High Schools, \*Middle Schools, \*Preadolescents, School Restructuring, State Action, \*Statewide Planning

Identifiers—\*Illinois

Plans for transforming middle-level schools in Illinois are described in this report, which serves as a guiding document for creating middle-level schools that acknowledge the needs of early adolescence. The report, facilitated by a Carnegie report entitled "Turning Points: Preparing American Youth for the 21st Century," describes early adolescence, the plan's principles and objectives, vision, and goals. Task force recommendations and suggested activities, based on findings of a statewide survey of schools with grades 5-8, involve the following issues: resource allocation; professional development; training and recruiting special teachers; utilizing the governor's office as the lead agency; collective agenda setting; family involvement; and planning for community/school interaction. Appendices include a description of the background of the report and lists of advisory board and task force members. (LMI)

ED 348 726

EA 024 169

**Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of Education and a Call for Action from the Middle Level Advisory Committee.**

New Mexico State Dept. of Education, Santa Fe.

Pub Date—91

Note—50p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Educational Change, Educational Innovation, Intermediate Grades, Junior High Schools, \*Middle Schools, Policy Formation, \*Preadolescents, Program Implementation, School Districts, \*School Restructuring, \*Statewide Planning

Identifiers—\*New Mexico

The middle-level education initiative described in this document outlines an innovative program to assist New Mexico school districts in addressing the needs of early adolescents. Findings and recommendations that underscore the need for middle-level educational reform in New Mexico's schools are presented in this report. The state is a recipient of a Carnegie Corporation Grant and is currently participating in the Re: Learning project to improve educational opportunities for middle level students. A 1988 survey of New Mexico middle schools by the State Department of Education task force led to the formation of the Middle Level Education Advisory Committee, which prepared this document. The first section presents a call for action based on an agenda proposed by the Forum on Institutional Transitions and information from the Technical Assistance and Resource Center. The second section outlines desirable attributes of middle-level programs, including mission statement, program philosophy, role of students' developmental characteristics, organizational structure, curriculum, instruction, and staff development. A glossary, lists of task force and advisory committee members, alternative schedules for middle schools, a list of schools participating in the Carnegie grant, an exposition on teaming activities, and middle-level education survey results are included. (10 references) (LMI)

ED 348 727

EA 024 171

Amundson, Kristen

**Getting Your Child Ready for School...and the School Ready for Your Child.**

American Association of School Administrators, Arlington, Va.

Report No.—ISBN-0-87652-173-1

Pub Date—92

Note—34p.

Available from—American Association of School



Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 21-00150; \$2.50 plus \$3.50 postage and handling).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Child Development, Child Welfare, Cognitive Development, Early Childhood Education, Emotional Development, \*Learning Readiness, \*Parent Child Relationship, \*Parent Role, \*School Readiness, Verbal Development

There is a growing awareness today of the critical impact of the preschool years on a child's later academic success. Some studies indicate that many children today are less well prepared for school than were children beginning school 5 years ago. This publication examines what is known about school readiness; discusses the reasons why some children are unprepared; and outlines what schools, parents, and communities can do. Parental activities for building school readiness focus on providing support for a child's emotional, physical, and cognitive development. Information is provided on language development, an immunization schedule, choosing a good day school, and Head Start programs. Making schools ready for children involves parent, school, and community collaboration. Ensuring that all children start school ready to learn is crucial for the achievement of national education goals. Three figures, a calendar of suggested activities, and suggested readings for children are included. (LMI)

ED 348 728

EA 024 172

Addonizio, Michael

**Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11.**

Indiana Univ., Bloomington. Education Policy Center.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—PR-B11

Pub Date—92

Note—24p.

Available from—Indiana Education Policy Center, Smith Center for Research in Education, Suite 170, Indiana University, Bloomington, IN 47405 (\$7.50).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Court Litigation, \*Educational Equity (Finance), \*Educational Finance, Elementary Secondary Education, \*Equal Protection, \*Finance Reform, Resource Allocation, State Aid, \*State Courts

Recent developments in school finance litigation are described in this document, which examines the legal bases for school finance challenges and the nature of the inequities that plaintiffs seek to prove. The first section summarizes the legal theories upon which the challenges have been based. Section 2 focuses upon plaintiffs' arguments in the most recent round of litigation that occurred in New Jersey, Texas, Kentucky, and Montana, and the fiscal conditions that facilitated them. The third section summarizes the current status of school finance case law and offers some observations regarding possible legislative responses to recent judicial rulings. The review points to a problematic degree of variation in judicial findings that exist across states in similar fiscal situations; a lack of a basic sense of fairness; and the failure of the political system to achieve consensus on questions of equity, adequacy, and efficiency. These conclusions call into question the fairness of the state school finance system in distributing educational resources. (37 references) (LMI)

ED 348 729

EA 024 173

Ten Lessons about Regulation and Schooling.

Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs.

Consortium for Policy Research in Education, New Brunswick, NJ.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CPRE-RB-09-6/92

Pub Date—Jun 92

Note—13p.

Available from—CPRE, Eagleton Institute of Politics, Rutgers University, 90 Clifton Ave., New Brunswick, NJ 08901-1568.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrative Organization, \*Centralization, Decentralization, Elementary Secondary Education, Government School

Relationship, \*Policy Formation, State Action, \*State School District Relationship, \*State Standards, Statewide Planning

The highlights of research conducted by the Consortium for Policy Research in Education (CPRE) on the state regulation of schools and districts are summarized in this report. State education regulation can be classified into three types, depending upon whether the focus is on school inputs, processes, or outputs. Based primarily on four state case studies, the following 10 conclusions about state regulation are briefly discussed: (1) a lack of clarity exists about the nature and source of regulation; (2) the relationship between regulation and school improvement is uncertain; (3) policymaking has shifted from process to outcome regulation; (4) linking deregulation to high performance may have perverse consequences; (5) takeover programs for troubled schools may not solve their problems; (6) regulation is often not the barrier it seems; (7) deregulation stimulates school improvement in some conditions; (8) deregulation will be difficult to achieve through rule-by-rule waiver offers; (9) blanket deregulation appears more promising than rule-by-rule waivers; and (10) deregulation is best pursued in combination with an overall state strategy for educational improvement. A list of CPRE publications and ordering information is included. (Contains 11 references.) (LMI)

ED 348 730

EA 024 175

Fennell, Brian H.

**Linking Investment in Education to Economic Growth.**

Pub Date—92

Note—38p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Economic Development, Economic Impact, \*Educational Attainment, \*Educational Economics, \*Educational Finance, Elementary Secondary Education, Foreign Countries, Income, \*Investment, Productivity

Identifiers—\*Alberta

The relationship between investment in education and economic growth in Alberta, Canada, is explored in this paper, which examines the value of education to the individual in terms of rate of employment and salary. Assuming earning differentials to be a measure of the contribution of education to economic growth, the lifetime earnings of high school graduates were compared to those of two groups: those with less than grade 9 education and those with some high school education. Findings indicate that completion of high school is profitable, especially for females, and that a direct positive relationship exists between education spending and the gross domestic product (GDP) in Alberta. A conclusion is that educated people earn higher salaries and contribute more to the economy in terms of increased productivity and spending and that there are good reasons why the completion of high school and public investment in education should be encouraged. Seven figures and 15 tables are included. Appendices contain data on male and female average incomes in Alberta, the GDP, and basic education costs. (Contains 24 references.) (LMI)

ED 348 731

EA 024 178

Micali, Aurea

**Educational and Labour Market in the OECD-CERI**

**Educational Indicators Project.**

Pub Date—Apr 92

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Attainment, Elementary Secondary Education, \*Employment, Females, Foreign Countries, Income, \*International Education, \*Labor Force, \*Labor Market, Unemployment

The Organization for Economic Cooperation and Development (OECD-CERI) Educational Indicators Project (INES), initiated in 1988, is described in this paper, which focuses on the development of "Network B" to study education and labor market destinations (Network B is one of four networks set up by the project, each of which was assigned a different domain for development). Experts from 18 OECD countries participated—Australia, Austria,

Belgium, Canada, Denmark, Finland, France, Germany, Italy, Japan, Luxembourg, The Netherlands, New Zealand, Portugal, Sweden, Switzerland, the United Kingdom, and the United States. Following a brief introduction, the project classifications, conventions, and indicators are described. The next part presents findings on general educational attainment and its relationship to gender, labor force status, and earnings variations. Findings suggest that unemployment is higher for youth and women and that differentials in incomes by level of educational attainment tends to be greater for women than for men. At some educational level, men have somewhat higher earnings than do women. Wide variations in general education attainment exist among countries. Seven tables are included. The appendix contains definitions of the study variables and formulas for calculating data. (LMI)

ED 348 732

EA 024 179

Jeger, Richard M.

**A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality.**

Pub Date—Apr 91

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment, Educational Quality, Elementary Secondary Education, \*Evaluation Methods, Evaluation Problems, Institutional Characteristics, \*Measurement Techniques, Models, \*Multiple Regression Analysis, \*Public Schools

Findings of a paper that compared three analytic models for classifying public schools are presented in this paper. The first model is the traditional additive multiple linear regression model that assumes the use of a compensatory policy in assigning weights to school attributes. The second is an adaptation of Coomb's (1964) conjunctive model proposed by Einhorn (1970), and the third is an adaptation of Coomb's disjunctive model, also formulated by Einhorn (1970). Data were collected through a "policy capturing" procedure, in which 28 educational leaders in a southeastern state reviewed a series of hypothetical school profiles of 80 elementary and 80 secondary schools and classified them as nonstandard (deficient), standard (acceptable), or exemplary (normatively outstanding). An index of intrajudge consistency was developed to compare the three models of school classification. Multiple regression analysis was used to examine statistical differences. Findings indicate that the distributions of intrajudge consistency indices were largely overlapping. However, the conjunctive model for aggregating school scores was superior in that it clearly differentiated individual school characteristics and provided a more accurate overall picture of school quality. Five tables and three figures are included. (Contains 62 references.) (LMI)

ED 348 733

EA 024 181

Hayward, Becky Jon

**Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness.**

Pub Date—Apr 91

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Dropout Prevention, Dropouts, \*Federal Programs, High Risk Students, High School Equivalency Programs, \*Potential Dropouts, Program Development, \*Program Effectiveness, Program Evaluation, \*Program Implementation, Secondary Education

Comprehensive evaluations of two dropout prevention/reentry demonstration programs, sponsored by the Department of Education, one funded under the School Dropout Demonstration Assistance Program (SDDAP) and one funded under the Cooperative Demonstration Program (CDP), are provided in this paper. Both programs were designed to demonstrate effective strategies to encourage at-risk students to complete school or to reenter a high school equivalency program. Evaluation goals were to identify the extent of implementation success and implementation factors for success. The first part of the paper offers a brief descriptive pro-

file of 25 programs, 15 SDDAP and 10 CDP. The evaluation design, which obtained data through document analysis, interviews, observation, and focus groups is described next. Findings indicate that program implementation can be enhanced by the following strategies: expanding existing programs rather than initiating new ones; correlating appropriate resource allocation with the particular implementation model; considering the local environment; and including a planning period in the implementation timeline. Two figures are included. (LMI)

ED 348 734

EA 024 182

Guthrie, James W.

**National Education Goals: Can We Afford Them?**

Pub Date—Apr 92

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Budgets, \*Cost Effectiveness, \*Cost Estimates, Costs, \*Educational Economics, \*Educational Finance, Educational Improvement, \*Educational Objectives, Elementary Secondary Education

Identifiers—\*National Education Goals 1990

Financial estimates for achieving the six national education goals proposed at the Charlottesville Education Summit are provided in this paper. Specific objectives under each goal, as outlined by the National Goals Panel, are assessed. A conclusion is that although the cost estimates have involved huge assumptions and sometimes wide variations, the total cost ranges from approximately \$34-\$77 billion. However, the cost must be considered in the context of time; educational improvement is an ongoing process of maintaining achievement standards. A comparison with national health care costs illustrates that funding for education would take up a considerably smaller share of the Gross National Product even at the \$77 billion level; in any case, an educated citizenry is at least as necessary for the nation's survival. But the cost of the education goals must be considered in the context of time, recurring every year into the indefinite future. Finally, the technical means and financial resources may be within the nation's grasp. Two tables are included. (Contains 16 notes.) (LMI)

ED 348 735

EA 024 185

Evans, H. Dean

**Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990.**

Indiana State Dept. of Education, Indianapolis.

Pub Date—Dec 90

Note—29p.

Available from—Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2298.

Pub Type—Reports—Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment, \*Educational Improvement, \*Educational Quality, Elementary Secondary Education, \*Excellence in Education, \*Public Education, School Restructuring, State Action, State Norms, \*State Programs, State Standards

Identifiers—\*Indiana

The status of Indiana public education for 1990 is described in this report. The A+ Program for Excellence in Education has recently focused on the two following areas: school restructuring and early childhood assistance. Educational statistics for 1990 are highlighted, and information is presented on the following developments: the Center for Community Relations and Special Populations; the Center for Professional Development; the Center for Administration and Financial Management; the Center for School Improvement and Performance; and the Center for Assessment, Research, and Information Technology. A list of grants and awards to the Indiana Department of Education is included. (LMI)

ED 348 736

EA 024 186

**Indiana 2000: Indiana Progress Report, National Education Goals.**

Indiana State Dept. of Education, Indianapolis.

Pub Date—Oct 91

Note—27p.

Pub Type—Reports—Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Educational Assessment, \*Educa-

tional Improvement, Educational Needs, \*Educational Objectives, \*Educational Quality, Elementary Secondary Education, \*State Action, State Standards

Identifiers—\*Indiana, \*National Education Goals 1990

Indiana's progress toward meeting each of the six national goals proposed at the Education Summit in 1989 is described in this report. For each of the six goals, the progress made and the work remaining to meet future needs are provided. Information for each goal includes: (1) statement of the goal; (2) key questions (e.g., for goal 1—readiness, how many mothers receive adequate prenatal care); (3) Indiana in Perspective (where the state stands in relation to the rest of the United States); (4) what we now know (brief statistical data). Seven tables, 6 figures, and 25 sources for the data used in this report are included. (LMI)

ED 348 737

EA 024 192

Kealey, Robert J.

**United States Catholic Elementary Schools & Their Finances, 1991.**

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-155833-119-0

Pub Date—92

Note—57p.

Available from—National Catholic Educational Association, Suite 100, 1077 30th Street N.W., Washington, DC 20007-3852.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Catholic Educators, \*Catholic Schools, \*Educational Finance, \*Elementary Education, Endowment Funds, Expenditure per Student, Extended School Day, Financial Support, Fund Raising, \*Institutional Characteristics, Lay Teachers, Preschool Education, Principals, Private Schools, Salaries, \*School Statistics, School Surveys, Tables (Data), Teacher Salaries, Tuition Findings from a national survey of Catholic elementary schools' finances are presented in this report. Included are extensive data based on the 1990-91 school year on financing the schools (tuition; parish subsidy; salaries of principals, teachers, and other support personnel; benefits; and finances related to preschool programs). The information is also published according to the location of the school (innercity, urban, suburban, or rural), the geographic area of the country, the size of student enrollment, and the sponsorship of the school (parish, interparochial, diocesan, or private). Questionnaires mailed to 1,196 schools yielded 609 usable returns, a response rate of approximately 51 percent, representing 8.35 percent of all Catholic elementary schools in the United States. Twenty-four tables are included in the text. The appendices contain the questionnaire, correspondence, a list of participating schools, and two summary tables—Per Pupil Cost Covered by Tuition and Fees, and Average Catholic Elementary School Lay Teachers' Salaries. (MLF)

ED 348 738

EA 024 197

**Principles To Support Higher Order Learning in the Middle Grades.**

Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.

Pub Date—92

Note—35p.; Some colored ink may not reproduce well in paper copy.

Available from—Council of Chief State School Officers, 1 Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001.

Pub Type—Reports—Evaluative (142)—Guides—Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, Cognitive Development, \*Educational Quality, \*Excellence in Education, Instructional Improvement, Junior High Schools, Learning Processes, \*Learning Strategies, \*Middle Schools, \*Thinking Skills

Guidelines for improving teaching and learning for all students in the middle grades are provided in this document. Following an introduction and discussion of the significance of higher order learning for early adolescence, a set of 11 principles to improve the education of all middle-grade students is presented. Based on a review of research and restructuring efforts in the United States, each section pertaining to an individual principle describes strategies used by state and local initiatives nationwide.

The principles recognize the differential rates of student development and promote higher order learning through curriculum development, teacher preparation, diverse teaching approaches, assessment, professional development, and better access to health and support services. A conclusion is that states must recognize the middle grades as a unique unit of learning and establish specific goals for learning. A list of resources is included. (Contains 24 references.) (LMI)

ED 348 739

EA 024 198

**Retirement and Retiree Health Benefits Provisions Survey, 1990-91.**

National Education Association, Washington, D.C. Research Div.

Pub Date—92

Note—31p.

Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

Pub Type—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Early Retirement, Elementary Secondary Education, Government Employees, Health Care Costs, \*Health Insurance, \*Personnel Policy, \*Retirement Benefits, Statewide Planning, \*Teacher Employment Benefits, \*Teacher Retirement

Findings of a national survey that examined retirement and retiree health benefits provisions are presented in this document. A 1990-91 survey mailed to all state and local retirement plans in which education employees participate elicited responses from 53 state-sponsored and 5 local-sponsored plans (representing a total active membership of 6.4 million employees). The latest in the National Education Association's 20-year-old series, this report includes a section on health benefits provisions, with 24 of the plans reporting a health insurance option for retirees. Characteristics of plans for education employees only and those for all public employee retirees and their varying benefits are described. The following other areas are discussed: retirement eligibility (normal retirement age, early retirement age, vesting, portability); legislation and governance (composition and authority of boards of trustees, recent pension legislation); and funding (employee and employer contributions, investment policies). Thirty-one tables are included. Appendices contain benefit formula/accrual rates, retirement eligibility requirements, employee and employer contribution rates, plan membership and financial information, and retirement system health insurance information. (LMI)

ED 348 740

EA 024 199

**Wasserman, Wayne, Ed. And Others. A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988).**

Nebraska Legislative Council, Lincoln. Legislative Research Div.

Pub Date—Dec 90

Note—112p.; Symposium sponsored by the Legislature's Education Committee, the State Department of Education, and the Nebraska Center for Excellence in Education.

Available from—Legislative Research Division, State Capitol, P.O. Box 94945, Lincoln, NE 68509.

Pub Type—Collected Works—Proceedings (021)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Educational Improvement, Elementary Secondary Education, \*Excellence in Education, \*School Restructuring, State Action, State Legislation, \*Statewide Planning

Identifiers—\*Nebraska

Proceedings of a 1988 statewide symposium on school restructuring in Nebraska are presented in this document. Part 1 contains the opening remarks made concerning Nebraska education and the status of school restructuring. Part 2 presents the addresses of three nationally recognized experts on national school restructuring perspectives. A panel of six Nebraska educators describes school restructuring practices in the state in part 3. Discussion group facilitator reports are offered in the fourth part. Part 5 contains reviews by the national experts, which include recommendations for and strategies of implementation. Closing remarks made by a state senator conclude the final part. Lists of the featured faculty and participants are included. (LMI)

ED 348 741

EA 024 200

**Evaluation of Chapter 1 in Arkansas, 1989-90.**

Arkansas State Dept. of Education, Little Rock.

RIE JAN 1993

Pub Date—[91]

Note—21p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disadvantaged Schools, \*Educationally Disadvantaged, Educational Needs, Elementary Secondary Education, Expenditures, \*Federal Aid, \*Federal Programs, \*Program Evaluation, School Support, \*State Norms Identifiers—Arkansas, \*Education Consolidation Improvement Act Chapter 1

Chapter 1 programs in Arkansas are evaluated in this report. The federally funded program provides financial assistance to state and local educational agencies to meet the needs of educationally deprived children residing in districts with high concentrations of low-income families. This report lists federal requirements for state compliance with Chapter 1 and provides information about the level of involvement, service population, enrollment, and ethnic distribution of participants. Data on funding for instructional programs, cost per pupil, and staff are presented and the process for measuring student achievement is described. One figure and 14 tables are included. (LMI)

ED 348 742

EA 024 201

Glenn, Charles L.

School Choice: Doing It Right. Answers for Policy-makers.

Massachusetts State Dept. of Education, Quincy.

Pub Date—Feb 91

Note—43p.

Pub Type—Opinion Papers (120) — Guides -

Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Access to Education, Admission (School), Educational Opportunities, Elementary Secondary Education, Eligibility, \*Equal Education, Nontraditional Education, \*Parent Participation, \*Public Schools, \*School Choice, State Government, \*State School District Relationship Identifiers—\*Massachusetts

Twenty-four questions regarding school choice concerns are answered in this document, which advocates school choice in public schools for Massachusetts. The following issues are included: the rationale for school choice; drawbacks to currently available choice options; components of an effective choice plan; the definition and maintenance of common standards and accountability; the impact of choice on teaching; administration and transportation; parental decision-making information; and maintenance of racial balance. The elements of a public education system based on diversity and choice within individual school systems and state- or region-wide plans are described. The roles of the school board, superintendent, principal, and state government in school choice are also examined. (LMI)

ED 348 743

EA 024 202

Sares, Timothy A.

School Size Effects on Educational Attainment and Ability.

Pub Date—Apr 92

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability, \*Ability Identification, \*Academic Achievement, \*Educational Attainment, Enrollment, High Schools, High School Students, Nonverbal Ability, \*Predictor Variables, Productivity, Regression (Statistics), \*School Size, Verbal Ability

Findings of a study that examined whether high school size significantly supplemented factors identified as contributing to educational achievement and ability are presented in this paper. In general, two divergent viewpoints concerning school size have been argued. One view holds that large schools are better than small schools because they offer students broader and richer curricula, larger libraries, and better facilities; the other view argues that small schools are better because they offer students more individualized attention. This study explored the effect of school size on Walberg's model of educational productivity (1984). Variables from the questionnaires used in the National Longitudinal Study (NLS) of the High School Class of 1972 were matched to the productivity factors identified by Walberg. The subjects were 1,539 senior high school students from the original 1972 study who were

reexamined in 1979. The subjects were asked to take a test of ability consisting of selected mathematics and vocabulary questions from the 1972 test. Results indicated significant support for Walberg's productivity factors, which include ability, age, motivation, instructional quality and quantity, and home and classroom environments. School size was significant for educational attainment. The data argue that school size at the high school level is not an issue in educational ability and reaffirm the importance of the home environment in contributing to learning productivity. Three tables are included. (Contains 11 references.) (Author/LMI)

ED 348 744

EA 024 204

Johnson, Daniel N.

Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School.

Pub Date—Apr 92

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Effectiveness, Analysis of Variance, High Schools, Leadership, Leadership Qualities, Multiple Regression Analysis, \*Organizational Climate, \*Principals, \*Professional Autonomy, Public Schools, Teacher Administrator Relationship, \*Teacher Attitudes Identifiers—\*Oregon

Findings of a study that examined the relationship among three variables of principal leadership—principal vision, environmental robustness, and teacher sense of autonomy—to school leadership are presented in this paper. Methodology involved an ex post facto analysis of a 1990 survey of 1,338 teachers in 34 Oregon public high schools. Interviews were also conducted with eight principals. Findings indicate that: (1) teachers' perceptions of their principals' effectiveness in advancing a school vision are positively correlated with their perceptions of a robust school climate; (2) a positive relationship exists between teachers' perceptions of their principals' effectiveness in advancing a school vision and their sense of autonomy; and (3) a significant positive relationship exists between teachers' sense of autonomy and their perceptions of a robust school climate. The initial purpose of the study was to view the principal's vision as the catalyst for leadership in the high school. However, robustness, which implies less routinization and monotony in the school structure, may play an essential role. Four tables are included. (Contains 58 references.) (LMI)

ED 348 745

EA 024 205

Snyder, Carolyn J. And Others

An Empirical Validation of a Management Construct for District Level Supervisors.

Pub Date—Apr 92

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Administration, Educational Change, Elementary Secondary Education, \*Leadership, \*Leadership Training, \*Management Development, \*School Districts, \*Supervisors, \*Supervisory Methods, Supervisory Training

Identifiers—\*Pasco County School District FL

Findings of a study that examined the effects of a management/leadership program on school district work culture are presented in this paper. The Pasco County (Florida) school district under study was involved in school restructuring, part of which included participation in a management training program, Managing Productive Programs (MPP). MPP viewed program supervisors as resource managers rather than as traditional resource providers. Two pilot training groups with a total of 50 participants were composed primarily of central office supervisors and directors. The 2-year case study involved observation, interviews with 25 pilot group participants, document analysis, and the administration of two surveys—one to the 25 interviewees and one to 85 teachers and school administrators. Findings indicate that supervisors spent equal amounts of their time working with school agendas and program implementation, department/program-specific development projects, and districtwide initiatives. Virtually all the supervisory activities were tools accounted for in MPP training. A conclusion is that

the supervisory transition from "helping" to "leading" behaviors has the potential to facilitate successful school change. Three tables are included. (Contains 16 references.) (LMI)

ED 348 746

EA 024 206

Vojtek, RoseAnne O'Brien

Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers.

Pub Date—Apr 92

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, \*Faculty Development, Inservice Education, \*Organizational Development, \*Professional Development, \*Program Development, \*Staff Development

Findings of a study that explored the role of staff developers in integrating staff development with organizational development are presented in this paper. Staff development (SD) is defined as professional development for individuals to improve student instruction; organizational development (OD) is defined as professional development for groups to improve school culture. The study was conducted by the University of Oregon's Center for Organizational Development in Schools during the 1990-91 year. A survey mailed to 522 members of the National Staff Development Council (NSDC) elicited 115 usable responses, a 22 percent response rate. Telephone interviews were also conducted with 36 NSDC members. Findings suggest that staff developers: (1) have ambiguous roles and job descriptions; (2) have less knowledge and practice in executing a classical OD macrodesign than they have in regard to specific OD skills; (3) perceive themselves as effective group process facilitators; (4) encourage participatory management styles; and (5) are beginning to involve support staff. A positive relationship exists between knowledge, involvement, and effective integration of staff development with organizational development. Seven charts are included. (LMI)

ED 348 747

EA 024 208

Keady, John L.

Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors.

Pub Date—Apr 92

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Collegiality, Elementary Secondary Education, \*Leadership, Leadership Qualities, \*Professional Development, Supervisors, \*Supervisory Methods, Teacher Improvement, Teacher Role, \*Teacher Supervision

Findings of a study that examined facilitator leadership in three teacher collegial groups (TCGs) and the effect of school organization on facilitator leadership behaviors are presented in this paper. The teacher work redesign program was implemented in a rural Georgian school district to enhance teacher independence and empowerment. Methodology involved field observation; a survey of all TCG participants in three schools, which elicited an 88 percent response rate; and interviews with three participants from each school—the TCG facilitator, the principal, and one TCG member. Findings indicate that teacher work redesign implies the following role changes for supervisors and teachers: (1) supervisors, as networkers, can achieve more efficient teacher supervision; and (2) teachers can act as peer observers, mentors, and staff developers. However, TCGs did not lead to teacher reflection or longterm professional growth. The lack of program impact could be due to its 1-year duration and the embedded characteristics of the teaching profession. Six tables are included. Appendices contain information on the TCG meeting format, the survey and findings, an assessment of teachers' year-long focus and meeting game plans, the interview guide, and field observation notes. (Contains 37 references.) (LMI)

ED 348 748

EA 024 209



**Oregon Traffic Patrol Manual for Schools, Revised.**

Oregon State Dept. of Education, Salem.

Pub Date—92

Note—25p.

Available from—Publications Sales Clerk, Oregon Department of Education, 700 Fringel Parkway S.E., Salem, OR 97310-0290 (52).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Accident Prevention, Elementary Secondary Education, Safety Education, School Policy, \*School Safety, \*State Standards, \*Traffic Control, \*Traffic Safety

Identifiers—\*Oregon, \*School Safety Patrols

Oregon legislation established a uniform policy for the operation of school traffic patrols in 1961. This publication describes the role of the traffic patrol and provides guidelines for its operation. Policies and practices that have proved to be effective are presented to help local districts. Sections provide information on the following topics: law and authority (purpose, local supervisors, and guidelines); employee, patrol officer—student leaders, patrol members—students' parental consent, and installation of safety patrol; operation (training of patrol members, periods of duty, patrol locations, patrol position and procedures, patrols for walking groups); traffic control devices and equipment; adult patrol members (use of adult crossing guards and training; violations and accidents (reporting violations and accidents and liability and insurance); support organizations; and recognition for patrol members. Appendices contain a safety patrol advisor's checklist, an inventory and order form, traffic patrol statutes, and the Oregon Department of Education school patrol pledge. (LMI)

ED 348 749 EA 024 214

Bellon, Jerry J. And Others

**An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program.**

Pub Date—Apr 92

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Career Ladders, Dropouts, \*Educational Change, Elementary Secondary Education, High Risk Students, \*Needs Assessment, Program Evaluation, \*State Legislation, \*Student Needs

Identifiers—\*Comprehensive Education Reform Act (Tennessee), \*Extended Contracts

Tennessee's Comprehensive Educational Reform act of 1984 created a widely publicized career-ladder program that provided extended contract opportunities as incentives to teachers receiving level II or III status. A comprehensive evaluation study found that extended contract expenditures and resource-allocation processes were not always driven by student needs. This paper reports results of a 1991-92 study to determine Tennessee schools' progress in implementing the needs assessment mandated in 1988 legislation. The study also aimed to identify difficulties in meeting established guidelines, determine significant areas of student concern, and determine how the needs assessment process affected the extended contract program and overall education efforts. Methodology included analysis of needs assessment reports submitted during 1991-92 and previous years and semistructured interviews with a stratified random sample (34 percent) of the 143 extended contract coordinators who conducted needs assessments. Findings showed an improvement in needs assessment report quality during the 3-year implementation period. Primary student concerns were improvement of academic performance, expansion of academic opportunities, reduction of at-risk and dropout numbers, and improvement of parent involvement. The needs assessment process was congruent with extended contract program goals and improved overall education efforts. Appendices contain ratings of needs assessments, areas of prioritized needs, and a ranking of student needs. (MLH)

ED 348 750 EA 024 215

Potter, David C. Wall, Mary Ellen

**Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform.**

Pub Date—Apr 92

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Educational Discrimination, \*Educational Improvement, Elementary Secondary Education, \*Grade Repetition, Outcomes of Education, \*Standardized Tests, State Action, \*State Standards, Student Evaluation, \*Student Promotion

Identifiers—\*South Carolina

Findings of a study that examined the effect of the reforms mandated by South Carolina's Educational Improvement Act of 1984 on student outcomes are presented in this paper. Specifically, the study sought to determine the impact of higher standards for grade promotion and graduation on retention rates, the proportions of students overage for their grade, different demographic groups, and student achievement between the years 1985-86 and 1989-90. Methodology involved analysis of statewide testing and demographic data and school policy reports submitted to the state department of education. Findings indicate that the stricter requirements created a high stakes testing environment. The data suggest modest gains in achievement but no improvement in the dropout rate and school holding power. In addition, student retention in grade increased, with differential effects on students with different demographic characteristics. A conclusion is that despite the modest improvement in achievement, the higher standards have had deleterious effects for some groups, particularly nonwhite males. Four figures and eight tables are included. (Contains 11 references.) (LMI)

ED 348 751 EA 024 217

**Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining.**

National Education Association, Washington, D.C.

Research Div.

Pub Date—92

Note—47p.; Some colored ink may not reproduce well in paper copy.

Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Collective Bargaining, Educational Change, \*Educational Policy, Elementary Secondary Education, \*Legal Problems, \*Negotiation Impasses, Public Education, School Restructuring, \*Teaching Conditions, \*Unions, Work Environment

Most recent reform initiatives have begun outside the collective-bargaining process and are unregulated by collective-bargaining agreements. The collective-bargaining process should be used creatively to shape the changes that are now occurring. When public school teachers were granted bargaining rights, the scope of negotiation was limited more strictly than for private sector bargaining. In several states, bargaining scope is defined by enumerated subjects, rather than through wages, hours, and other terms and conditions of employment. Statutes containing comprehensive management rights provisions or restrictive lists of negotiable subjects present unions with formidable barriers to negotiations. State courts and public employee relations boards have often had to develop legal tests or standards to education policy or working conditions. Also, considerable variation in bargaining exists from state to state. Collective bargaining over educational policy issues is rare; since 1975, teachers have made little progress in obtaining new contractual provisions concerning noncompensation items. As the education reform movement becomes more concerned with school restructuring, local associations must forge an appropriate relationship between the collective-bargaining process and the educational change process. Local associations contemplating serious involvement in school improvement efforts should negotiate contractual provisions governing these efforts. Included are an executive summary and a bibliography of 48 references. (MLH)

ED 348 752 EA 024 219

George, Paul

**How To Untrack Your School.**

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-196-8

Pub Date—92

Note—53p.

Available from—Association for Supervision and

Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1403 (Stock No. 611-92135; \$6.95).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Ability Grouping, \*Change Strategies, \*Educational Change, Elementary Secondary Education, \*Institutional Mission, \*Nontraditional Education, \*Track System (Education)

Identifiers—\*Inclusive Educational Programs

Educators increasingly agree that creating more inclusive schools by eliminating rigid ability grouping is important to improving education; this task will take years of study, persuasion, and staff development. This booklet is designed to assist school leaders desiring to study the issue, persuade others of its correctness, and create learning experiences that ease the transition to more inclusive schools. Four chapters define the tasks involved in moving away from ability grouping. First, educators must envision the inclusive school and share this vision with staff members, board members, and patrons. The vision emerges from studying ability grouping problems involved in determining student placement, locking students in or out; denying the importance of effort; undermining self-esteem; questioning achievement goals; isolating groups negatively; destroying sense of community; creating inequities; and skirting illegals. Third, educators must develop viable, acceptable alternatives, such as fair ability grouping, partial untracking, Joplin plans (the practice of grouping students for specific skills across grade levels), teacher autonomy, before- and after-school programs, split-level grouping, and other approaches. Finally, educators must prepare a long-term plan, secure widespread involvement, conduct a local self-study, disseminate information, and plan appropriate staff development. The booklet concludes with a list of 48 references, 26 contact persons, and 16 organizations. (MLH)

ED 348 753 EA 024 221

Goldwasser, Matthew L.

**School Restructuring and the Gap between Policy and Practice.**

Pub Date—Apr 92

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Change, Educational Policy, Educational Practices, \*Educational Theories, Elementary Secondary Education, \*Policy Formation, Resistance to Change, \*School Restructuring, \*Theory Practice Relationship

The relationship between policymaking and implementation and its impact on educational change is explored in this descriptive study of a proposed doctoral research project. Attention is given to how the theory-practice relationship is conceptualized by key participants in the formation of a particular reform. Methodology will involve interviews with state and local policymakers, principals, teachers, and parents in schools engaged in restructuring; content analysis of documents; and historiographic research. Each participant will be asked to identify educational theorists, reform documents, and other influential educational writings that they consider to be both valuable and/or present in their schools. Findings from pilot interviews conducted with three Colorado policymakers about the meaning of restructuring and observation of a grassroots parents' group in the Boulder area are described. An assumption of the study is that the gap between policy and practice helps to explain why change is so problematic. (Contains 13 references.) (LMI)

ED 348 754 EA 024 222

Thomas, Anne Hill

**Homework: How Effective? How Much To Assign?****The Need for Clear Policies.**

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—Sep 92

Note—41p.

Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$6 prepaid; \$4.50 members; \$2.50 postage and handling on billed orders).

Journal Cit—OSSC Bulletin; v36 n1 Sep 1992

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*Assignments, Elementary Secondary Education, \*Home Study, \*Homework, \*Policy Formation, \*State Standards, Time on Task

Identifiers—\*Oregon

The relevance of homework in today's schools is explored in this bulletin. Following the introduction, chapter 1 examines the effect of homework on academic achievement and concludes that there is a lack of agreement on the benefits of homework and on the amount of time students should spend on it. Chapter 2 describes homework practices in some Oregon schools. In a survey of eight elementary, middle, and high school teachers in several districts, all expressed the belief that homework assignments help student achievement. Innovations in homework assistance implemented by two districts—Duvall County Public Schools in Jacksonville, Florida, and in Mineola, New York—are described in the third chapter. Chapter 4 offers recommendations for establishing an effective policy and for defining the roles of the school board, administrators, teachers, parents, and students. A conclusion is that although controversy continues about the impact of homework on academic achievement, the belief in its effectiveness will remain a trend in educational thinking. A successful policy requires coordination, community awareness, and commitment. Sample homework policies and guidelines are contained in the appendix. (Contains 23 references.) (LMI)

**ED 348 755**

EA 024 223

**What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992).**

Southeastern Regional Vision for Education (SERVE), Tallahassee, FL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—22 May 92

Contract—RP91002010

Note—30p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Change Agents, Change Strategies, \*Educational Change, \*Educational Innovation, Educational Planning, Elementary Secondary Education, \*Program Effectiveness, Program Implementation, \*School Restructuring

Proceedings of a conference designed to provide a group of teachers, administrators and university professors with an opportunity to share information on initiating and sustaining innovative programs in education are summarized in this paper. The participants represented 21 exemplary programs in mathematics, science, and/or computer education as identified by the South Eastern Regional Vision for Education (SERVE). Four sections discuss the following four topics: reasons for innovation; the characteristics of a good innovator; factors that make for program success; and components recommended for expanding or transferring innovative programs. The final section presents recommendations made by participants for local administrators, policymakers, teacher educators, and SERVE. One figure is included. Appendices include a reprint of the article, "Getting Reform Right: What Works and What Doesn't," by M. G. Fullan and M. B. Miles, the forum agenda, and a list of participants. (LMI)

**ED 348 756**

EA 024 224

**Getting Started: How Choice Can Renew Your Public Schools.**

Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

Report No.—ISBN-0-16-083034-0; PIP-92-1212

Pub Date—Aug 92

Note—59p; A product of meetings of the OERI Roundtable on Public School Choice (1990).

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Collected Works - Proceedings (021)—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Administrative Policy, Admission (School), Educational Planning, Elementary Secondary Education, Nontraditional Education, \*Program Development, Program Implementation, \*Public Schools, \*School Choice, \*School Restructuring

Outcomes of a series of meetings held in 1990 by the Office of Educational Research and Improve-

ment (OERI) Roundtable on Public School Choice are summarized in this document's six chapters. Chapter 1 discusses the components (including motivations, vision formation, leadership, the design process, and the types of choice available) involved in creating distinctive schools. Chapter 2 presents strategies for information gathering and outreach efforts. Student assignment policies and procedures are described in the third chapter, with attention to equity concerns. Chapter 4 offers ideas for developing a safe, efficient, and fair transportation system. Strategies for financing choice programs which include keeping plans within funding limits, maintaining equity, and designing funding as an incentive are highlighted in the fifth chapter. Chapter 6 describes specific benefits and new roles associated with school choice. Recommendations are offered in the final section, which concludes that choice offers an opportunity for systemic change. Appendices include information about the OERI Roundtable on Public School Choice, the Roundtable choice programs, OERI publications on choice, selected recent publications on choice, selected sources of information, acknowledgments, and a choice program implementation checklist for communities. (LMI)

**ED 348 757**

EA 024 225

**Guthrie, Larry F. van Heusden Hale, Sylvie**

**Improvement Efforts for Low-Performing Schools.** Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 90

Contract—400-86-0009

Note—25p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Improvement, \*Educationally Disadvantaged, \*Educational Opportunities, Effective Schools Research, Elementary Secondary Education, \*Equal Education, \*Effectiveness in Education, High Risk Students, School Effectiveness

The issues of excellence and equity in American education are examined in this paper, which also outlines the effective schools movement behind the competing goals of excellence and equity. The traditional approaches to educational change and the reasons why these approaches have been ineffective are summarized. This paper shows how the need to find a more effective approach to educational improvement has led the two factions—excellence and equity—to realize that in order to raise achievement for all students improvement at the school level, or whole-student improvement, must be addressed. Several innovative whole-school improvement efforts are described, which are classified into three categories: (1) networking programs, such as the National Network for Educational Renewal and Re: Learning; (2) demonstration programs, such as Accelerated Schools, Success for All, and the School Development Program; and (3) regional state department of education programs in Arizona, California, Nevada, and Utah. This paper serves as a starting point for thinking about educational change and the ways in which schools can be improved to more effectively serve the at-risk population. (Contains 29 references.) (Author/LMI)

**ED 348 758**

EA 024 226

**Sashkin, Marshall Egermeier, John**

**School Change Models and Processes: A Review of Research and Practice.**

Pub Date—Aug 92

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Change Strategies, \*Educational Change, Educational Innovation, Elementary Secondary Education, \*Models, \*Organizational Development, Professional Development, School Effectiveness, \*School Restructuring, \*Theory Practice Relationship

Identifiers—\*Comprehensive School Improvement Program, Experimental Schools Program, Individually Guided Education

This synthesis report examines the 30-year history of educational change to identify differing perspectives, strategies, and adoptable principles. Three influential perspectives in educational change have been: (1) the rational-scientific perspective

positing that change is created by dissemination of innovative techniques; (2) the political perspective (the top-down approach) bringing about change through legislation and other external directives; and the (3) cultural perspective (the bottom-up approach) seeking to influence change through encouraging value changes within organizations. Change strategies are as varied as the perspectives propelling them; they encompass fixing the parts (through curricular or instructional innovations), fixing the people (through training and professional development), fixing the schools (through organizational development), and fixing the system (through comprehensive school restructuring). Long-term success has not been achieved by any of these methods. Comprehensive school restructuring offers the most promising new direction for educational reform and incorporates elements of the other three strategies. (Contains 46 references.) (Author/MLH)

**ED 348 759**

EA 024 227

**Stiller, Jerome D. Ryan, Richard M.**

**Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support.**

Pub Date—Apr 92

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Junior High Schools, Learning Motivation, \*Parent Influence, \*Parent Participation, \*Personal Autonomy, \*Student Motivation, \*Teacher Influence

Findings of a study that examined the relationship of students' perceptions of parents' and teachers' involvement and autonomy support to student motivation are presented in this paper. Based on a larger process model of academic achievement (Ryan and Stiller 1991), students' perceptions of parent and teacher autonomy support and involvement were hypothesized to predict student engagement, use of positive coping strategies, control understanding, and self-regulation. A questionnaire was administered to 208 male and 190 female seventh-graders and to 194 male and 163 female eighth-graders. Findings indicate that teacher and parent involvement were primary predictors of academic achievement, with teacher and parent autonomy support accounting for additional variance. Although teacher influences were more predictive of academic outcomes than those of parents, parents had an additional and important bearing on student experience. An academic environment that was experienced as providing student choice had the most impact on all four dependent variables of student motivation. A recommendation is made to utilize educational and community-based strategies that enhance teacher and parent involvement, with a focus on actively supporting student autonomy. Three tables are included. (Contains 23 references.) (LMI)

**ED 348 760**

EA 024 228

**Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27.**

Virginia State Dept. of Education, Richmond.

Pub Date—92

Note—25p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Board of Education Policy, \*Dress Codes, Elementary Secondary Education, Policy Formation, Program Implementation, \*Public Schools, School Districts, \*School Policy, State Legislation, \*State Standards, Student Behavior, Student Rights

Identifiers—\*School Uniforms, \*Virginia

Guidelines for the development and implementation of a public school uniform policy are presented in this document. Written during spring 1991 in response to Virginia House Bill 1206, which directed the state board of education to develop model policy guidelines by January 1, 1992, the suggestions serve as a practical guide for planning, implementing, and evaluating a school uniform program. Methodology involved a literature review and a nationwide survey of seven school systems with public school uniform programs. Guidelines also address parental and community involvement, constitutional concerns of individual rights, and cost and procurement. A successful program involves par-

ents and the community, is voluntary, and begins at the elementary school level. A summary of telephone interview responses and a list of resource personnel are included. (Contains 10 references.) (LMI)

**ED 348 761** EA 024 229

Thomas, Christopher Shaw, Christopher  
Issues in the Development of Multigrade Schools.  
World Bank Technical Paper Number 172.  
World Bank, Washington, D. C.  
Report No.—ISBN-0-8213-2110-2; ISSN-0253-7494

Pub Date—92  
Note—61p.

Available from—World Bank Publications, 300  
Raritan Center Parkway, Edison, NJ 08818-7816  
(Stock No. 12110; \$95).

Pub Type—Reports—Evaluative (142)  
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Developing Nations, Educational Policy, Elementary Education, Foreign Countries, \*Multigraded Classes, Nontraditional Education, Pilot Projects, \*Programmed Instructional Materials, \*Rural Schools, \*Teacher Effectiveness, \*Teacher Role

Identifiers—\*World Bank

Multigrade schools, which combine students of different ages and abilities in one classroom under one teacher's direction, are supported by numerous World Bank projects. This paper aims to increase staff awareness of the complexity of such components and their economic and pedagogical benefits. Pedagogical techniques and outcomes form the core of multigrade teaching. Although multigrade instruction occurs in both developing and industrialized countries, current administration and teacher preparation systems tend to ignore it. Administrators must focus more on strategies affecting actual teacher behavior and role perceptions. Teachers should be resource persons, managers, and facilitators of the learning process. Multigrade schools will succeed if teachers adopt more effective teaching practices, if adequate programmed learning materials are available, if local and regional support networks are developed among teachers, and if national support is given to pilot programs. National level policy decisions regarding educator training, teacher recruitment and support, and materials development become inevitable when a pilot program leads to a large-scale expansion. Appendices contain population density charts, implementation costs and savings information, and a sample pedagogical workshop format. (Contains 39 references.) (MLH)

**ED 348 762** EA 024 231

Levine, Judith R.  
The Effect of Different Attendance Policies on Student Attendance and Achievement.

Pub Date—Apr 92

Note—9p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, April 3-5, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Attendance, \*Attendance Patterns, \*Attendance Records, Classroom Techniques, College Students, Discipline, Higher Education, \*Student Behavior

Findings of a paper that examined the effect of different attendance policies on student attendance and achievement are presented in this paper. Analysis of class records of 401 college students enrolled in four child development courses taught from fall 1989 to spring 1990 indicated that there were significantly more absences if attendance was not required, and that there was a modest negative correlation between the number of absences and class grade average. The "not required explicit" policy, which explicitly states that attendance is not required and explains the correlation of absences with lower grades, is recommended because it allows students to make informed decisions and simplifies the teacher's work. Two tables are included. (LMI)

**ED 348 763** EA 024 233

McLaughlin, H. James  
Looking Back at Myself: A Soliloquy about Caring and Controlling.

Pub Date—Apr 92

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

ciation (San Francisco, CA, April 20-24, 1992).  
Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Higher Education, Instructional Improvement, Instructional Leadership, Power Structure, \*Professional Development, \*Social Control, \*Teacher Improvement, Teacher Responsibility, \*Teacher Role, \*Teacher Student Relationship, Teaching Methods

An educator's self-analysis of changing beliefs about classroom relationships over the last 20 years are presented in this paper, with attention given to the philosophical and political issues of caring and controlling. Three phases of experience—student teaching, graduate school, and university teaching—are highlighted. The educator's approaches to teacher-student interaction moved from caring for students to leadership and student management to development of a social compact. A conclusion is that classroom authority does not involve management and control but is rather a social compact underwritten by the actions of caring and controlling. The social compact attempts to balance ongoing negotiation with legitimate authority, and can result in enhanced classroom solidarity and greater student responsibility. Teachers should seek ways of caring for students while understanding power and control. (Contains 19 references.) (LMI)

**ED 348 764** EA 024 234

Genge, Fred C.  
Assessing Inefficiencies in Illinois School Districts.

Pub Date—Mar 92

Note—30p; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Accountability, \*Cost Effectiveness, \*Educational Assessment, \*Educational Economics, Educational Equity (Finance), Elementary Secondary Education, Evaluation Methods, Expenditure per Student, \*Measurement Techniques, \*School District Spending, Scores, Standardized Tests

Identifiers—\*Illinois

Findings of a study that incorporated a method for measuring the economic efficiency of K-8 school districts in Illinois are presented in this paper. The quadriform concept was used to identify four categories, or quadrants, for identifying school districts—technically efficient, low service, high service, and technically inefficient. The method also utilized composite state standardized test scores rather than composite ACT scores. The main variables for classifying schools included composite 11th-grade reading and mathematics scores and district operating expenditures per pupil for the 1990-91 school year. A comparison of the quadriform formula with the former method indicates that the new technique resulted in changed school district classifications. Small, rural school districts were identified as technically efficient, and large central city and suburban districts were generally categorized as technically inefficient. A conclusion is that the quadriform concept is a useful tool for identifying technically efficient school districts. Seven figures are included. The appendix contains eight statistical tables. (Contains 84 suggested readings.) (LMI)

**ED 348 765** EA 024 236

Keedy, John L.  
Using School-Site, Contextual Research: Contributions to a New EA Paradigm.

Pub Date—Oct 91

Note—16p; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Effectiveness, Administrator Responsibility, Administrator Role, Board Administrator Relationship, \*Educational Administration, High Schools, \*Principals, \*Professional Autonomy, \*School Based Management

Identifiers—Georgia

Findings of a study that examined successful high

school principals' strategies for implementing school improvement visions are presented in this paper. Methodology involved case studies of four Georgia high school principals with reputations for effective school improvement. Interviews were conducted with the principals and 10 teachers from each school. Findings indicate that: (1) principals' visions developed and evolved as products of their organizational contexts; and (2) the principals operated autonomously from the central office by using networks rather than hierarchical authority lines. The new paradigm illustrated by these principals challenges the traditional assumptions of hierarchy and goal setting at the macro-level. Although individual visions were site-specific, the implementation processes were similar—the principals recognized the interrelated processes of curricula needs assessment, resource procurement, and encouraging teachers to act as "entrepreneurial program managers." These tools can be used as criteria for principal recruitment, selection, and preparation. (Contains 19 references.) (LMI)

**ED 348 766** EA 024 237

Keedy, John L.  
Translating a School Improvement Agenda into Practice: A Social Interaction Perspective to the Principalship.

Pub Date—Mar 92

Note—32p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Effectiveness, \*Administrator Role, Educational Improvement, High Schools, \*Instructional Leadership, Interaction, Intergroup Relations, Leadership Qualities, \*Leadership Styles, \*Principals

Findings of a case study that examined ways in which an urban high school principal successfully improved an urban high school are presented in this paper, with attention to social interaction processes. Data were collected through interviews with the principal and 10 teachers and through questionnaires administered to the 10 teachers. Findings suggest that the principal's leadership style was characterized by the use of opportunism, persistence, teacher rapport, and resource procurement. A distinction was made between the principal's mission (survival of the school) and vision (academic renewal). The principal also acted as an entrepreneurial program manager and a coordinator. By creating a climate of academic achievement and high student expectations, he demonstrated that principal behaviors are directly related to instructional effectiveness. Three tables and one figure are included. (Contains 32 references.) (LMI)

**ED 348 767** EA 024 242

Stager, Mary Fullan, Michael G.  
Teacher Purpose and Educational Change: Moving toward a Broader Agenda.

Pub Date—Apr 92

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Equal Education, Foreign Countries, \*Program Implementation, \*School Restructuring, Secondary Education, \*Teacher Attitudes, Teacher Effectiveness, \*Teacher Influence, \*Teacher Role, Track System (Education)

Identifiers—\*Ontario

Findings of a case study that examined teacher perceptions of the implementation of a restructuring program, the "Transition Years," in a secondary school in Ontario (Canada) are presented in this paper. Interviews were conducted with the principal, vice principal, and 11 teachers in the school, which was engaged in restructuring its middle grades. Findings indicate that most teachers supported the program, although for various reasons. Program outcomes were influenced by several factors—the social context, leadership and expertise, moral purpose, and change agency. A new concept of the teacher's role is proposed, which links moral purpose and change agency for affecting real social change. (Contains 12 references.) (LMI)

**ED 348 768** EA 024 243

Yerkes, Diane And Others



# **Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development.**

Pub Date—Apr 92

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

## **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Faculty, \*Communication (Thought Transfer), Faculty Development, Higher Education, \*Leadership Styles, \*Organizational Climate, Organizational Communication, \*Schools of Education

Findings of a study that examined how differences among education faculty's organizational perspectives and behaviors influence leadership are presented in this paper. Bolman and Deal's (1984) model of organizational frames, or ways in which individuals relate to organizations, was used to identify political, symbolic, human resource, and structural views. The study sought to determine how organizational frames interact with academic fields of study and time spent on administrative tasks. A survey mailed to 6 schools of education representing different geographic regions of the United States elicited 53 out of 118 responses from faculty members. Findings indicate that the human resource frame was the prevalent mode of organizational behavior. A recommendation is made to recognize the multidimensional characteristics of organizations and to provide faculty training in the use of different organizational frames, particularly political and symbolic. Two tables and an appendix of summary statistics are included. (Contains 13 references.) (LMI)

ED 348 769

EA 024 245

Roberts, Jo

# **The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft.**

Pub Date—Apr 92

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

## **EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Communication Research, Conferences, \*Discourse Analysis, Elementary Secondary Education, \*Interpersonal Communication, Speech Communication, Supervisors, \*Supervisory Methods, \*Teacher Administrator Relationship, Verbal Communication

Findings of a study that used discourse analysis to explore the relationship of power and involvement to experience in supervisory conferences are presented in this paper. Based on Penman's (1980) content analysis scheme, conference talk between supervisors and teachers was analyzed according to manifest and latent levels of communication that indicated power and involvement. Data were derived from video and audio tapes of five teacher-supervisor conferences and interviews with participants. Findings indicate that much communication about power and involvement was implicitly rather than explicitly expressed. Patterns of teacher-supervisor interaction reflected characteristics of power and involvement, varying supervisory styles, and different patterns that were influenced by supervisor experience. Eight figures and two tables are included. (Contains 37 references.) (LMI)

ED 348 770

EA 024 246

O'Connor, Karen Bole, Katherine

# **Assessing the Needs of Teacher Leaders in Massachusetts.**

Pub Date—Apr 92

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

## **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Leadership Training, School Restructuring, \*Teacher Attitudes, Teacher Improvement, \*Teacher Participation, \*Teacher Role, \*Teaching (Occupation)

Identifiers—\*Massachusetts

Findings of a study that identified Massachusetts teacher leaders and their needs are presented in this

paper. The research was conducted to inform the design of a teacher leadership program to be sponsored by the Massachusetts Field Center for Teaching and Learning. Methodology involved a literature review and a survey of 67 K-12 teachers identified as leaders. A total of 42 usable responses, an approximately 63 percent response rate, were received. Findings indicate that participation in teacher leadership promoted improvements in self-confidence, teaching, attitude toward work, and expanded teachers' knowledge and perspectives. Drawbacks included the high amount of energy and time required, which detracted from the classroom. Most teacher leaders expressed the need for communication skills, understanding of group dynamics, and knowledge of restructuring. A conclusion is that teacher leadership opportunities in schools must go hand in hand with a serious look at restructuring the school—its organization, governance, professional roles, responsibilities, and relationships. (Contains 39 references.) (LMI)

ED 348 771

EA 024 247

Troen, Vivian Bole, Katherine

# **Leadership from the Classroom: Women Teachers as a Key to School Reform.**

Pub Date—Apr 92

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

## **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Collegiality, \*Educational Change, Elementary Secondary Education, \*Interpersonal Relationship, \*Leadership, Leadership Qualities, Participative Decision Making, \*Professional Development, Teacher Role, Women Administrators, \*Women Faculty

Findings of a study that examined female teacher leaders' views of teacher leadership are presented in this paper, which focuses on the potential of teacher leadership for facilitating school reform. Interviews were conducted with six women teacher leaders involved in restructuring efforts—three in school/college collaboration and three in curriculum reform. Findings illustrate how the women succeeded despite the school structures in which they worked. Teacher leadership initiatives provided them with opportunities for collaboration, professional development, and affecting school change. A drawback was the loss of connectedness to former peers, which raises the question of how to redefine power and leadership in feminist terms. (Contains 35 references.) (LMI)

ED 348 772

EA 024 248

Furtwengler, Willis J. Hurst, David

# **Leadership for School Quality—Personal Challenge, the Missing Factor.**

Pub Date—Apr 92

Note—35p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Tests/Questionnaires (160)

## **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Effectiveness, Administrator Responsibility, \*Administrator Role, \*Educational Change, Elementary Secondary Education, Leadership Qualities, \*Leadership Styles, Organizational Climate, Organizational Development, \*Principals, \*Professional Development

Findings of a study that examined principals' leadership behaviors in implementing a systemic program for school reform and improvement are presented in this paper. The program, Reaching Success through Involvement (RSI), is an implementation strategy that involves comprehensive assessment and student leader participation. A survey was administered to 1,426 teachers from 30 schools participating in RSI to determine views of their principals' leadership. Findings confirmed the importance of the three factors of effective leadership that were identified in the literature: developing and maintaining structure, providing culture. A new construct was also identified—personal challenge—which is the ability to empower others by creating opportunities for personal or professional growth. A conclusion is that administrators need to play a more active role in helping school community members find job satisfaction and meaning. Nine tables are included. The appendix contains a copy of the survey instrument. (Contains 53 references.) (LMI)

vey instrument. (Contains 53 references.) (LMI)

ED 348 773

EA 024 249

Vornberg, James A.

# **Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program.**

Spans Agency—Meadows Foundation, Dallas, Tex. Pub Date—Apr 92

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

## **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Education, \*Administrator Effectiveness, Elementary Secondary Education, Inservice Education, \*Instructional Leadership, \*Leadership Training, \*Principals, \*Professional Development, Program Evaluation Identifiers—\*Texas

The components and outcomes of the Meadows Principal Improvement Program, a principal development program initiated in Texas in 1985, are described in this paper. The program's functional components, are designed to improve the principalship in Texas. These include: (1) a preservice component which seeks to prepare new principals with a focus on instructional leadership; and (2) an inservice component which seeks to assist practicing principals in upgrading their instructional leadership skills and to introduce them to new ideas which can be used in leading faculties and educational programs. The preservice component is 15 months in length and includes a full time internship at the building level for 9 months. The inservice component is an annual program which consists of at least six colloquiums during the school year designed to keep the principals enthusiastic and motivated. Outcomes included improved agency networking and inservice support. An evaluation of the program involved the administration of the revised Leadership Behavior Description Questionnaire (LBDQ) to an unspecified number of regular principal interns and Meadows fellows. Each group held similar attitudes regarding the importance of principal functions. However, Meadows fellows tended to be more involved and adaptive and viewed their program more favorably than did their regular counterparts. A survey of an unspecified number of inservice workshop participants identified three program areas as most effective: school climate, instructional/curriculum leadership, and planning for improvement. One table is included. (LMI)

ED 348 774

EA 024 258

# **Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices.**

Illinois State Board of Education, Springfield.

Pub Date—92

Note—41p; For a related document, see EA 024 168.

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)

## **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adolescents, \*Educational Assessment, Educational Improvement, Educational Innovation, Educational Needs, \*Intermediate Grades, Junior High Schools, Middle Schools, Preadolescents, \*State Action, \*State Norms, \*Statewide Planning

Identifiers—\*Illinois

Findings of a study that examined middle-level school practices and the educational needs of Illinois youth aged 10-14 are presented in this report. A questionnaire mailed to all junior high/middle schools (576 schools) and K-8 schools in Illinois (705 schools) elicited response rates of 75 and 42 percent, respectively, or a total of 774 usable returns. Findings indicate that Illinois middle-grade schools are doing a reasonably good job of implementing health-related concepts and practices and that some have implemented critical thinking and cooperative learning techniques. Eight of the 10 concepts designated as key to middle-level school success are fully implemented by fewer than 25 percent of the schools. However, most schools expressed a need for additional funds, particularly for staff development and the hiring of additional staff. Most schools do not participate in business/community collaboration to a significant extent. Recommendations include providing specialized teacher preparation and utilizing a holistic approach to create a learning environment that meets early adolescents' physical, emotional, intellectual, and social

## 52 Document Resumes

needs. The appendix includes the questionnaire. Three figures and 10 tables are included. (LMI)

**ED 348 775** EA 024 435

**Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals.** Office of Policy and Planning (ED), Washington, DC.

Pub Date—Nov 92

Note—265p.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, Annotated Bibliographies, \*Demonstration Programs, Dropout Prevention, Early Childhood Education, Educational Change, \*Educational Innovation, Educational Practices, Educational Research, Educational Strategies, \*Education Work Relationship, \*Elementary Secondary Education, \*Excellence in Education, Geography Instruction, History Instruction, Information Sources, Instructional Effectiveness, Language Arts, Literature Appreciation, Literature Reviews, Mathematics Instruction, Reading Instruction, Science Instruction, Second Language Instruction, Theory Practice Relationship, Vocational Education, Writing Instruction

Identifiers—\*National Education Goals 1990, \*Promising Practices

In response to America 2000, a federal strategy to achieve the six National Education Goals established in 1989 by the Administration and the nation's governors, communities in all 50 states are actively developing plans and programs. This directory is meant to be a way of sharing information about successful and promising work going on in communities and classrooms across the country. The directory is organized around the National Education Goals; most chapters focus on a key education topic, including early childhood education, dropout prevention, adult literacy, vocational training, and reducing drug abuse. In addition, there are chapters devoted to specific subjects (English-reading, literature and writing; mathematics; science; history; geography; foreign languages). Each chapter generally provides: (1) a brief 4-6 page description of current thinking in a given topic area; (2) a 2-5 page annotated bibliography of some key books, reports, or articles on that topic; (3) examples of promising projects—98 in all—including name, purpose, brief description, why project is promising, costs, evaluation, and contact information; (4) sources of further information (including name and address of organizations, contact person and a brief description of the organization). (CRW)

## EC

**ED 348 776** EC 301 290

**Adaptation Scolaire: Bibliographie annotée (Scholastic Adaptation: Annotated Bibliography).**

Alberta Dept. of Education, Edmonton. Language Services Branch.

Report No.—ISBN-0-7732-0708-2

Pub Date—Oct 91

Note—78p.

Language—French

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Behavior Problems, \*Curriculum Guides, \*Disabilities, Elementary Secondary Education, Foreign Countries, French, Gifted, \*Instructional Materials, Learning Problems, Reading Instruction, \*Resource Materials, Speech Instruction, \*Teaching Guides, Visual Impairments, Writing Instruction

Identifiers—Alberta  
This annotated bibliography on resources concerning scholastic adaptation for students with exceptionalities was based on information collected by the Alberta Ministry of Education (Canada) from publishing houses and university presses. From the 350 submissions received, the 42 entries in this bibliography represent the materials chosen as the most appropriate. The material is intended for teachers, specialists, administrators, counselors and teacher educators as an aid in choosing resource materials. Entries provide bibliographic data, educational level, intended user (student or teacher), publication type, price, and an abstract or annotation. Entries

are divided into the following categories: (1) Intervention Areas (visual impairments, learning difficulties, giftedness, enrichment, remedial instruction and oral communication, remedial instruction and writing, remedial instruction and reading, and behavior problems); (2) School Subjects (elementary French, secondary French, and mathematics); (3) Information (a miscellaneous category); and (4) a list of publishing houses and distributors. (KM)

**ED 348 777**

Brodin, Jane Magnusson, Magnus

**Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress.**

Report 92-1.

Infologics AB, Telematics and Disability, Vallingby (Sweden); Stockholm Univ. (Sweden). Dept. of Education.

Report No.—ISSN-1102-9609

Pub Date—Jun 92

Note—32p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, Children, Foreign Countries, \*Mental Retardation, Research Needs, \*Technological Advancement, Telecommunications, \*Telephone Communications Systems, Video Equipment, Videotex

Identifiers—\*Europe, \*Video Telephone

This two-section report presents a review of European research on the use of videotelephone technology by people with mental retardation. The first section examines relevant research concerning those with speech and language disabilities in general. Considered are visual communication including augmentative and alternative communication systems, remote communication (especially videotelephony), graphics-based remote communication (e.g., telefax), and picture communication. The second section looks at mental retardation and video telephony specifically. It reports on one Swedish study of three children and five adults with moderate mental retardation which found that four of the adults and two of the children increased their frequency of telephone use after being given training and access to a visual telephone system. This section also reports on a study carried out at a special school for mentally retarded children in Portugal which found that the children easily learned the use of the picture telephone and accepted its use. Also discussed are the use of videotelephones in education and health and care services, and the use of text telephony with persons with hearing impairments. The need for further research is stressed. (Contains 36 references.) (DB)

**ED 348 778**

Kirby, Julia, Ed.

**Setting Your Course in ECI. A Rights Handbook for Families with Children in the Texas Early Childhood Education Program.**

Texas Early Childhood Intervention Program, Austin.

Pub Date—Aug 91

Note—34p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Confidentiality, \*Disabilities, \*Due Process, Early Childhood Education, \*Early Intervention, Eligibility, Family Programs, Individualized Programs, Infants, \*Parent Rights, Parent Role, \*State Programs, Student Evaluation, Student Placement, Toddlers, Transitional Programs

Identifiers—\*Individualized Family Service Plans, \*Texas

Intended for parents of young children with disabilities in Texas, this booklet describes the Texas early childhood intervention (ECI) program and identifies parent rights. An introductory chart summarizes five steps of family centered services (from assessment and evaluation to the annual Individualized Family Service Plan meeting) in terms of what happens, when it happens, and why it happens. The booklet then goes on to describe the following elements: an overview of the process, eligibility, requirements of written notice, the assessment process and parent rights, the Individualized Family Service Plan (IFSP) meeting, requirement components of the IFSP, a list of services available, options for service settings, the transition plan into the local school district program, the parent's rights regarding the child's records, confidentiality, and due process and complaint procedures. Four sources of additional information and assistance for parents are listed. Finally, the statewide structure of the early childhood intervention program is briefly de-

scribed, laws governing ECI programs at the state and federal levels are listed, and definitions of relevant terms are attached. (DB)

**ED 348 779**

Christmas, Oren L.

**Special Education and the Michigan Educational Assessment Program (MEAP).**

Michigan State Dept. of Education, Lansing. Bureau of Information Management.

Pub Date—[89]

Note—17p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Disabilities, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, \*Mathematics Achievement, \*Reading Achievement, Special Education Teachers, State Programs, State Standards, Student Participation, Teacher Attitudes, Test Interpretation

Identifiers—\*Michigan Educational Assessment Program

This paper presents findings of an analysis of the 1989-90 mathematics and reading portions of the Michigan Educational Assessment Program (MEAP) and of perceptions of special education teachers participating in the MEAP. Noted are the purpose of the MEAP and exclusion for students who: (1) receive more than half their reading/English instruction through special education; or (2) are non-English speaking, come from non-English speaking countries and have been enrolled in school in the United States for less than 1 year. Comparative information by disability category of the approximately 36,000 special education students (21 percent of the total number of such students) participating are presented in tabular form. Test results for these students are summarized by grade and disability and compared to general education students' results. It is noted that, overall, speech and language impaired students outperformed all other categories followed by students with hearing impairments, visual impairments, and emotional disturbances, respectively. The survey of 368 special education teachers indicated that teachers believed that students with autism, educable mental retardation, severe multiple impairments, severe mental impairments, and trainable mental retardation should not participate in the MEAP. Analysis also indicated that special education teachers tended not to use students' MEAP results. Appended are the exclusion criteria, standards for test setting, listings of special education personnel, the MEAP use questionnaire, and 10 references. (DB)

**ED 348 780**

Christmas, Oren L.

**Special Education Learning Materials Centers (SELMC).**

Michigan State Dept. of Education, Lansing. Bureau of Information Management.

Pub Date—[91]

Note—27p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Audiovisual Aids, Audiovisual Centers, Computer Software, \*Disabilities, Educational Facilities, \*Educational Media, Elementary Secondary Education, Information Utilization, \*Instructional Materials, \*Learning Resources Centers, Media Specialists, Resource Materials, \*Special Education, Special Education Teachers, Special Libraries, State Surveys

Identifiers—\*Michigan Special Education Learning Materials Ctr

This study evaluated the current status and utilization of the Michigan Special Education Learning Materials Centers (SELMCs) mandated in 1970 by the State of Michigan 75th legislature and designed to assist administrators in future decision making. Twenty-two SELMC contact persons and 368 special educators were separately surveyed. Major results of the teacher survey indicated that half had no knowledge of SELMCs and 19 of the remainder had no SELMC in their area. The remaining 148 teachers indicated that: (1) they had used the SELMC often; (2) they had little involvement in media selection; (3) the SELMC offered inservice workshops; (4) the SELMC holdings were adequate; and (5) SELMC staff provided little support for their instructional planning needs. Of the SELMCs surveyed, 15 were active and 7 inactive. Of active SELMCs, most used federal grant funds and communicated with teachers via catalogs, newsletters,

and word of mouth. Most used a computer or combination card catalog/computer system to maintain their holdings. Most holdings (78,787 items in the SELMC system statewide) are print materials, multi-media kits, films/videotapes, and microcomputer software. Over three-quarters of the holdings and over 90 percent of the circulation was accounted for by three SELMCs. Appended are a listing of the SELMCs, a state map with SELMC locations, a listing of instructional personnel, and SELMC evaluation criteria. (Contains 17 references.) (DB)

**ED 348 781** EC 301 401

Capper, Colleen A.  
**Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.**

Wisconsin Univ., Madison. Dept. of Educational Administration.

Spons Agency—Spencer Foundation, Chicago, Ill.; Wisconsin Univ., Madison. Graduate School.

Pub Date—[90]

Note—41p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Role, American Indians, \*Disabilities, Disadvantaged Environment, Educational Policy, Educational Practices, Preschool Education, Principals, \*Rural Education, \*School Effectiveness, \*Socioeconomic Influences, \*Suburban Schools, \*Urban Education

This study explored how community socioeconomic class, setting (rural, small-town, suburban, or urban), and culture influence effective school linkages for preschool children with disabilities. The study utilized a model of school success based on effective schools research. The study analyzed data previously reported for four school districts in a midwestern state and an additional site. School districts represented a suburban affluent setting and four economically disadvantaged settings (urban, small town, rural, and a Native American Indian reservation). The investigator observed all classes serving preschool children with disabilities that included in-depth observation of one 3-year-old child per classroom. Analysis indicated that effective school linkages differed among the five communities with some linkages similar and others distinctly different between low and high socioeconomic level communities and between urban/suburban and rural/small-town communities. Some differences followed a continuum from affluent to urban poverty, to small town, to rural, and to Native American communities. Findings were interpreted to suggest that the low socioeconomic level in some communities raised barriers to principal actions typically found in effective schools and that a rural or small town setting further impeded effective strategies. Minimal involvement of principals and low or ambiguous expectations for student achievement characterized poorer and rural schools. (Contains 33 references.) (DB)

**ED 348 782** EC 301 402

Carter, Mary. And Others  
**Transportation. The Neglected Related Service.**

Pub Date—17 Apr 92

Note—16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 17, 1992). Portions of attached material will be marginally legible.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Ancillary School Services, Bus Transportation, \*Disabilities, Elementary Secondary Education, \*Physical Disabilities, \*Pupil Personnel Services, \*Staff Development, \*Student Transportation

Identifiers—\*Union County School District NC  
This monograph presents a five-module staff training program used to improve the related service of transportation of children with disabilities in Union County, North Carolina. Each module takes from 4 to more than 8 hours of training and bus drivers and transportation safety assistants with current certificates in all five modules receive a special rating and salary bonus. The modules cover: (1) introduction to exceptional children for bus drivers; (2) special equipment/special reports; (3) transporting physically handicapped students; (4) first aid/cardiopulmonary resuscitation; and (5) current issues/public awareness. The following information

is included for each module: a list of module content and competencies; required time; person certifying competence; renewal date for certificate; and course materials (usually both print and videotape recordings). Addresses of course material sources are attached as are the standard county Student Transportation Card, the agenda of a special bus drivers' meeting, and various handouts. (DB)

**ED 348 783** EC 301 403

Bowden, John D. And Others  
**Estimating the Costs of Providing Early Intervention and Preschool Special Education Services.**

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Oct 90

Contract—300-87-0163

Note—42p.; A product of the National Early Childhood Technical Assistance System. Appendix B may not reproduce well.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cost Effectiveness, \*Costs, \*Disabilities, \*Early Intervention, Educational Legislation, Federal Legislation, Infants, Needs Assessment, \*Preschool Education, Program Development, Toddlers

Identifiers—Education of the Handicapped Act Amendments 1986

This document is intended for state level administrators responsible for planning, developing, and implementing policies and services related to the Infant-Toddler Program (Part H) and the Preschool Program (Part B) of the Education of the Handicapped Act Amendments of 1986. The document is designed to provide a framework for planning and conducting a cost analysis composed of several sequential steps. It also offers ideas about projecting costs, examples of methods used in various states, and results from individual states for use as reference points. The guide is organized around the nine cost analysis steps. These are: (1) state the purpose for conducting the cost analysis; (2) define the population to be served; (3) determine the number of eligible children; (4) determine how many children will be served; (5) determine how many children are currently being served and how many are unserved; (6) describe services and settings; (7) select and implement a cost methodology; (8) identify existing resources and potential gaps; and (9) report the findings and make recommendations. (DB)

**ED 348 784** EC 301 404

Wessel, Janet A. Holland, Bernard V.

**The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children.**

Pub Date—Apr 92

Note—17p.; Paper presented at the Annual Convention of the American Association of Health, Physical Education, Recreation and Dance (Indiana, IN, April, 1992).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adapted Physical Education, \*Curriculum Development, Delivery Systems, \*Disabilities, Early Childhood Education, \*Educational Objectives, Educational Quality, Instructional Development, Instructional Effectiveness, Models, \*Motor Development, \*Physical Education, Psychomotor Skills, Skill Development, \*Standards, Student Educational Objectives

This paper focuses on physical education for students in preschool (3 to 5 years) and primary grades K-2 (5 to 7 years). It describes developmentally appropriate practices as a set of indicators for high quality play and motor skills programs for all children, including children with special needs. The paper also describes and recommends an outcome driven decision making model to integrate the identified quality program indicators for making instructional and curricular decisions to serve all children. The paper notes changing demographics that bring new faces to schools and challenge the shape of school programs. It describes "best practices" derived and adapted from developmentally appropriate practices in general education, early childhood education, learning and movement principles, and early childhood special education. Specific attention is given to how these predictors of quality programs become integrated into a service delivery system tailored to meet the needs of each child,

through teacher and instructional adaptations and improvements. Selection of relevant preschool play and motor skills teaching materials is also addressed. (Contains 26 references.) (JDD)

**ED 348 785** EC 301 405

Sahlman, James M. Koper, Randall J.

**"Do You Hear What I Hear?": Deception Detection by the Blind.**

Pub Date—May 92

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (Miami, FL, May 21-25, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, Audiotape Recordings, \*Auditory Stimuli, \*Blindness, Cheating, Cues, \*Deception, \*Evaluative Thinking, Higher Education, Lying, Performance Factors, Self Esteem, Sex Differences, \*Speech Communication

This study compared deception detection accuracy and confidence levels for 72 blind and 71 sighted participants with only audible cues available. Participants from a community blind center and a small western university judged stimulus tapes, which consisted of deceptive and truthful audio messages. Deceptive messages were induced by implicating students in a cheating incident. Subjects rated several audible cues, including speech errors, pauses, vocal segregates, response duration, vocal certainty, vocal tension, and vocal pleasantness. Subjects also judged the veracity of the messages and indicated the confidence in their judgments. Results indicated that blind participants tended to be more accurate at detecting deceptive communication than sighted participants, findings that suggest that sensory compensation may occur in blind individuals. No intergroup differences were found for ratings of audible cues; this finding did not support the speculation that finer distinctions in hearing ability for blind participants would produce ratings for deceptive statements that were higher than ratings of sighted participants. Additional analysis found that males were more accurate at detecting deception than females, results that contradict those of previous studies. (Contains approximately 60 references.) (JDD)

**ED 348 786** EC 301 406

Mauser, A. J. Cranston-Gringras, A. M.

**Special Education Teacher Certification Trends: A National Survey.**

Pub Date—28 Mar 88

Note—16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Disabilities, \*Educational Trends, Elementary Secondary Education, Higher Education, National Surveys, \*Noncategorical Education, \*Special Education Teachers, State Programs, \*State Standards, \*Teacher Certification, Trend Analysis

A nationwide study was conducted to examine the trend toward or away from noncategorical teacher certification in special education, as well as patterns and limits of existing state certification systems. Responses from both State Directors of Special Education and State Certification Officers were obtained at a rate of 100% and 98% respectively. Major findings show that: (1) two distinct models of special education teacher certification (categorical and noncategorical) exist, with no regional patterns noted; (2) a slow trend toward noncategorical certification was evident; (3) 12 states offer a separate certification category for the language learning disabled; (4) 60% of states include all levels of mental retardation in a single category endorsement; (5) 20% of the states offer adapted physical education as a separate certification category; (6) 25% of the states require secondary special education teachers to have teaching certification in a specific academic/content area; (7) 30% of the states require special education teachers to have valid certification in regular elementary and/or secondary education; and (8) 50% of the states require a teacher competency examination for special education teacher certification, while 30% include an observation measurement system as part of teacher certification. The bulk of the paper presents responses to specific survey questions. A chart showing noncategorical, categorical, or both types of certification models by



state is also presented. (JDD)

ED 348 787 EC 301 407

Birch, Carol P. Rouse, Geraldine R.

Teaching Socialization and Sex Education to Persons with Mental Retardation.

Pub Date—Apr 92

Note—24p; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Disabilities, Elementary Secondary Education, \*Interpersonal Relationship, Language Acquisition, \*Mental Retardation, Problem Solving, \*Sex Education, Socialization, Teaching Methods

This paper describes a language-based, problem-solving socialization and sex education curriculum designed for individuals with developmental delays. The curriculum aims to increase the students' understanding of themselves socially, psychologically, and physically enabled to function more effectively in a mainstream society that is ever changing. The program has a strong theoretical and applied research base in the areas of language development and thought, sociolinguistics, and cognitive behavior modification. It uses a process-oriented approach involving group interaction and natural context. This paper describes the program's philosophy, parental permission needed, student attitudes, and use of team teaching. Activities include vocabulary development; use of pictures, slides, and videotapes; semantic mapping; role play; problem solving; group work; and follow-up activities. The curriculum's 31 lessons cover such topics as hygiene, human reproduction, relationships, acquired immune deficiency syndrome, and sexual abuse. A sample lesson plan is presented, on the topic of parts of the body. (Contains 32 references.) (JDD)

ED 348 788 EC 301 408

Williams, Bruce W.

Increasing the Effectiveness of In-Home Behavior Intervention.

Pub Date—May 92

Note—18p; Paper presented at the Annual Meeting of the American Association on Mental Retardation (116th, New Orleans, LA, May 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Behavior Modification, \*Child Rearing, Children, Compliance (Psychology), \*Data Collection, \*Developmental Disabilities, Family Environment, Feedback, Intervention, \*Outcomes of Treatment, Parent Child Relationship, \*Parent Education, Parents as Teachers, Program Effectiveness, Program Improvement, Recordkeeping

This report summarizes in-home behavioral interventions carried out with 18 individuals (ages 3 to 43) with developmental disabilities in the San Diego and North Los Angeles County Regional Centers during 1990-1991. The report focuses on client characteristics, problems that were addressed, intervention procedures used, and results. The paper describes a system of data collection and feedback developed to continuously assess clients' progress, to identify treatment and parent training problem areas, to build parents' confidence in their use of behavioral procedures and their ability to manage their child's behavior, and to serve as an integral part of a specific treatment procedure. The most frequent types of problems addressed were general noncompliance with parental requests and noncompliance with specific types of requests. Other problems included physical aggression, property destruction, and self-injurious behavior. Interventions used frequently included instruction in the use of prompts, differential reinforcement of behaviors other than the targeted behavior, activity programs, redirection, skills training, and incentives/tokens. Results indicated that all but one of the 53 targeted behaviors in the 18 clients were reduced below the initially reported rate of the behavior. Nine recommendations are offered for improving in-home interventions. (JDD)

ED 348 789 EC 301 409

Seidel, John F.

Pediatric HIV Infection and Developmental Disabilities.

Pub Date—28 May 92

Note—14p; Paper presented at the Annual Meeting of the American Association on Mental Retardation (116th, New Orleans, LA, May 26-30, 1992).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, Child Development, Children, Congenital Impairments, \*Developmental Disabilities, \*Evaluation, Health Services, \*Intervention, Pediatrics, Pupil Personnel Services, Special Education, \*Student Characteristics, Young Children

This paper presents an overview of the developmental disabilities associated with pediatric Human Immunodeficiency Virus (HIV) infection, and examines efficacious practices for assessment and intervention programming. The focus population is early childhood into school age. The paper describes the complex array of challenges presented by these children, and cites statistics on the incidence of acquired immunodeficiency syndrome in pediatric populations. Symptoms of HIV-related infection are described, such as compromised health and developmental delays in motor skills, language, and cognitive ability. The purposes of developmental assessment are outlined, and challenges in assessing the pediatric HIV population are discussed in terms of child factors, family factors, and instrument or evaluator factors. For those carrying out assessment procedures special considerations are called for, such as being concise, being flexible, and conducting frequent assessments. Selection of assessment instruments should be based on the child's age and level of functioning and on professional judgment. A comprehensive school-based developmental program combining such services as regular and special education, physical therapy, speech therapy, occupational therapy, health and medication monitoring by a nurse, counseling, behavior management, and social work is recommended. (Contains 20 references.) (JDD)

ED 348 790 EC 301 410

Titus, Janet C.

The Concept of Fractional Number among Hearing-Impaired Students.

Pub Date—Apr 92

Note—44p; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Photoreduced print in appendices A and B may not reproduce well.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arithmetic, Comprehension, Elementary Secondary Education, \*Fractions, \*Hearing Impairments, \*Mathematical Concepts, \*Mathematics Achievement, Mathematics Skills, Skill Development, Student Development

Identifiers—Developmental Delays

This study investigated hearing-impaired students' understanding of the mathematical concept of fractional numbers, as measured by their ability to determine the order and equivalence of fractional numbers. Twenty-one students (ages 10-16) with hearing impairments were compared with 26 students with normal hearing. The study concluded that hearing-impaired subjects lagged behind their hearing peers in arithmetic computation and the development of the concept of fraction. The hearing-impaired students were capable of ordering the same types of fractions as younger hearing students. In general, they made the same kinds of errors as the younger hearing students, employed strategies in a similar way, and were negatively influenced by the size of the counting numbers composing the fractions. Possible explanations for this developmental delay are explored, and implications are discussed. A copy of the assessment instrument is included in an appendix. (Contains 26 references.) (JDD)

ED 348 791 EC 301 411

Russell, Steven C. Comp.

Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992).

Research Poster Session Abstract. Volume 1. Learning Disabilities Association of America, Pittsburgh, PA.

Pub Date—Mar 92

Note—23p.

Pub Type—Speeches/Meeting Papers (150)—Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, College Students, Delivery Systems, Elementary Secondary Education, Higher Education, \*Intervention, Language Skills, \*Learning Disabilities, Learning Problems, Literacy Education, Mainstreaming, Reading Difficulties, \*Student Evaluation

Eleven abstracts of research projects related to individuals with learning disabilities are compiled in this booklet. The research projects were presented in poster sessions at the March 1992 International Conference of the Learning Disabilities Association of America. Titles and authors of poster sessions include: "Perceptual and Verbal Skills of Disabled Readers in Grades 4-6" (Harold A. Sloan); "A Comprehensive Analysis of Neurocognitive Profiles in Six-to-Eight Year Old Children Referred for Evaluation following School Problems" (Carol A. Haake); "The Differential Prediction of Word Recognition and Reading Comprehension" (Sue P. Sears); "Using the Student Support Team Process To Help Students with Learning and Behavior Problems Succeed in School" (Mary Angela Delvin and others); "Mentoring and Collaboration To Improve Rural Service Delivery" (Steven C. Russell and others); "Regular Education Teachers' Adaptations in Instruction for Regular and Special Education Students" (Sharon Vaughn and others); "The Form and Substance of Secondary Resource Instruction for Students with Learning Disabilities" (Robert G. McKenzie); "The MMPI-2 Profile of Adults with Learning Disabilities at a University and Rehabilitation Setting" (Noel Gregg and others); "Strategies for the Assessment of Behaviors and Attitudes That Inhibit Academic Success of Learning Disabled College Students" (Pamela Adelman and Susan A. Vogel); "CAP: Can We Afford Not To Know What It Is?" (Keith Joritz and others); "Oral and Written Expression of Culturally Variant LD Adolescents" (Peggy L. Anderson and Mary E. Cronin). (JDD)

ED 348 792 EC 301 412

Copper, Linda Royahn

Using Instructional Technology with Homebound Students.

Pub Date—Apr 92

Note—13p; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992). Photoreduced survey materials are provided in standard typesize in attachment.

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Demonstration Programs, \*Disabilities, Elementary Secondary Education, Homebound, \*Home Instruction, Home Programs, \*Hospitalized Children, Itinerant Teachers, Microcomputers, State Surveys, Teacher Attitudes, Teaching Methods

This paper describes a pilot program conducted in Baltimore County, Maryland, which involves using an Apple IIc computer with homebound students. The computer is used to initiate a unit or topic, to provide drill and practice, to review or reinforce a concept, and to motivate students. A sample home teaching lesson plan on the topic of measurement and fractions briefly illustrates the computer application in home tutoring. Results of a survey of Maryland educators of students who are homebound or hospitalized found that 15 of 20 educators use computers with their students, primarily for mathematics, science, and language arts. The survey examined problems in computer use and ideas for improving the use of computers. Examples are cited of positive outcomes of home computer usage with confined children. (JDD)

ED 348 793 EC 301 413

Sinclair, Mary F. Ed. And Others

Family Empowerment.

Minnesota Univ., Minneapolis. Inst. on Community Integration.

Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul; Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—92

Contract—90DD0204/01; 23946; H023K00017

Note—26p.

Available from—Institute on Community Integration, 6 Pattee Hall, University of Minnesota, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455.

Journal Cit—IMPACT; v5 n2 Sum 1992

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Accessibility (for Disabled), \*Advocacy, Cultural Differences, \*Delivery Systems, \*Developmental Disabilities, Interpersonal Relationship, Intervention, Models, Older Adults, \*Parent Participation, Parent School Relationship, Rural Areas, \*Teamwork

Identifiers—Case Management, \*Empowerment

This feature issue of *IMPACT* focuses on the empowerment of families with a member who has a developmental disability. It presents strategies and models for a collaborative, respectful approach to service provision, and presents the experiences of families in seeking support and assistance. Feature articles include "Two Generations of Disability: A Family and Community Affair" (Vivienne Kaufman); "Decision Making in the 90s: A New Paradigm for Family, Professional, and Consumer Roles" (Jean Ann Summers); "Access to Services: Sharing the Power" (Fran Smith); "The Impact of Personal Futures Planning on Families" (Angela Novak Amado); "Advocacy: Noun, Verb, Adjective or Profanity?" (Linda Gress Bonney and Sandy Moore); "Self-Determination and Empowerment: The Parent Case Management Program" (Marijo McBride); "Empowering Rural Families: Two Success Stories" (one concerning a child with cerebral palsy, the other about an adolescent with traumatic brain injury—both contributed by the families); "Making the System Work: The Multicultural Family Inclusion Project" (Jamie Smith); "Family Mediation as Family Empowerment" (Patricia A. Moses); "Home-School Collaboration: A Building Block of Empowerment" (Mary F. Sinclair and Sandra L. Christenson); "Home-School Collaboration Model: Project FISC" (Cheri Gilman); "Family-School Collaboration in Interventions" (Michael Bloomquist); "Life Planning for Adult Health Care" (Timothy W. Jorissen); "Health Issues and Placement Decisions for Older Persons with Disabilities" (Deborah Anderson and Eric Kloos); and "Learning To Let Go" (Ceci Shapland). A resource list of 10 organizations, 2 videotapes, and 8 publications concludes the issue. (JDD)

**ED 348 794**

EC 301 414

**New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91.**

New York State Commission on Quality of Care for the Mentally Disabled, Albany.

Pub Date—92

Note—67p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adults, \*Advocacy, At Risk Persons, Children, Compliance (Legal), Developmental Disabilities, Drug Therapy, Group Homes, \*Legal Responsibility, \*Mental Disorders, \*Mental Retardation, Prevention, Quality of Life, Sexual Abuse, State Programs, State Standards

Identifiers—\*New York

This annual report on the quality of care for the mentally retarded in New York is organized in three sections focusing on obligations, opportunities, and the future, respectively. Subsections are organized into discussion, findings, and conclusions/corrective actions or recommendations. The first section examines issues in protecting individuals at risk in adult homes, in psychiatric centers, in emergency rooms, in correctional facilities, from abuse, from sexual abuse/exploitation, from child abuse, and from financial exploitation. The next section focuses on advocacy functions in specific situations and through the protection and advocacy networks. Specifically covered are closure of developmental centers, fiscal reforms, preventing deaths and promoting quality of life, responding, caring, and helping, legal advocacy, the surrogate decision-making committee program, and education and outreach. The section on "Looking Ahead" notes plans for a Children's Services Review, the Children's Medication Study, a study of discharge practices in psychiatric units of general hospitals, a review of familial abuse allegations of adults with developmental disabilities, a study on developmentally disabled parents, and a review of adult home deaths. Appendices show locations of programs and offices. (DB)

**ED 348 795**

EC 301 415

**Brodin, Jane**

**Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability, Report No. 3.**

RIE JAN 1993

Stockholm Univ. (Sweden). Dept. of Education.

Report No.—ISRN-SU-PED-R-3-SE; ISSN—1102-7967

Pub Date—[92]

Note—26p.; For related document, see EC 301 416.

This report is written in the start-up process of the European RACE (Research in Advanced Communications Technologies in Europe) 2033 project, TeleCommunity.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Definitions, Delivery Systems, Demonstration Programs, Foreign Countries, \*Mental Retardation, Needs Assessment, Services, Technological Advancement, \*Telecommunications, \*Telephone Communications Systems

Identifiers—\*Sweden, \*Video Telephone

This report attempts to define the telecommunications requirements and support services needed by mentally retarded users in Sweden. It focuses on population, definitions, and classifications of mental retardation, and implications of mental retardation in daily living. Support services including medical care, habilitation, and education for people with mental retardation are also discussed. The importance of communication for people with mental retardation is emphasized and a plan to pilot the use of videotelephones for this population is presented. For this effort, client characteristics, benefits, equipment and network requirements, service classification, and service procedures and staffing are considered. (Contains 20 references.) (DB)

**ED 348 796**

EC 301 416

**Brodin, Jane Magnusson, Magnus**

**Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability, Report No. 4.**

Stockholm Univ. (Sweden). Dept. of Education.

Report No.—ISRN-SU-PED-R-4-SE; ISSN—1102-7967

Pub Date—[92]

Note—26p.; For related document, see EC 301 415.

This report is written in the start-up process of the European RACE (Research in Advanced Communications Technologies in Europe) 2033 project, TeleCommunity.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Aphasia, Foreign Countries, \*Mental Retardation, Technological Advancement, \*Telecommunications, \*Telephone Communications Systems

Identifiers—\*Sweden, \*Video Telephone

This report presents the results of two studies in the area of telecommunication for people with aphasia and mental retardation in Sweden. A brief outline of the use of still picture telephones for picture based distance communication is presented. Overall, still picture telephones were effective as a communication aid for people with either aphasia (N=15) or mental retardation. However, usage differences indicated people with aphasia used the telephone primarily to better communicate with their therapist whereas people with mental retardation used the telephone to establish and expand the social network and stimulate communication. (Contains 27 references.) (DB)

**ED 348 797**

EC 301 417

**Brodin, Jane And Others**

**Preschool Children with Disabilities in Sweden.**

Women Researchers in Play and Disability International, Stenhamra (Sweden).

Report No.—ISBN-91-87898-15-2

Pub Date—92

Note—29p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Communication Skills, Delivery Systems, \*Disabilities, Family Programs, Foreign Countries, \*Mainstreaming, Play, \*Preschool Education, \*Program Development, Social Integration, Student Placement

Identifiers—\*Sweden

This report examines preschools for children with disabilities in Sweden. In Swedish society the roles of the family and the environment are emphasized with the preschool serving as part of a family support system for children with disabilities. The value of a family oriented intervention is stressed. The first section discusses Swedish provision of state support for children with disabilities. Placement, usually in integrated preschool settings is then addressed. The section on the role of the preschool stresses the importance of communicating with par-

ents, providing parents with support, understanding the emotional reactions of the preschool staff, the role of specialists, the role of the special assistant in the preschool class, and preparing for the child's arrival in preschool. An approach to handling problem situations in the preschool is then offered. The last section looks at the importance of play for children with disabilities, development of communication skills, and disability awareness. (Contains 21 references.) (DB)

**ED 348 798**

EC 301 418

**The Effectiveness of Special Education in Developing Life Skills of Students.**

Texas Education Agency, Austin. Div. of Program Evaluation.

Report No.—TEA-GEI-543-02

Pub Date—Feb 91

Note—116p.

Pub Type—Information Analyses (070) — Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Disabilities, \*Educational Assessment, Education Work Relationship, Elementary Secondary Education, Employment, Employment Statistics, Followup Studies, Graduate Surveys, Instructional Effectiveness, \*Outcomes of Education, Postsecondary Education, \*Special Education

Identifiers—\*Texas

This report presents results of several studies of the effectiveness of special education. Major findings of a review of other studies indicate: youth with learning disabilities tend to have the highest rate of employment (71 percent) followed by youth with speech handicaps or mild mental retardation (50-60 percent). Postsecondary educational participation was greatest (40 to 50 percent) for individuals with hearing or visual impairments. Nonparticipation rates for the severely impaired was approximately 60 percent; for individuals with mental retardation approximately 40 percent; and for persons with emotional disturbance and physical impairments about 33 percent. Living arrangements varied little among disability categories with independent living rates generally about 20 percent. A study of special education effectiveness in Texas found, overall, 66 percent of former students employed (compared to a national rate of 40 percent); 25 percent participating in some type of postsecondary education; and 21 percent nonparticipatory. A longitudinal study currently in process includes close to 1,000 students in special education. Major recommendations include: (1) systematic cooperative ventures between special and regular education; (2) systematic cooperative planning and programming between special education and outside public agencies; (3) a focus on parent involvement in transition planning; (4) prevention of dropping out among special education students; and (5) specific programming for female students with disabilities. An appendix details the job placements of students in the longitudinal and retrospective studies. (Contains 70 references.) (DB)

**ED 348 799**

EC 301 419

**State Plan for Autism and Pervasive Developmental Disorders.**

Texas Interagency Council on Autism and Pervasive Developmental Disorders, Austin.

Pub Date—91

Note—18p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Agency Cooperation, \*Autism, \*Delivery Systems, \*Developmental Disabilities, Family Programs, Incidence, Individualized Education Programs, \*Long Range Planning, \*Needs Assessment, Outreach Programs, Program Development, Program Evaluation, Rehabilitation, \*State Programs

Identifiers—\*Texas

This Texas state plan presents proposals for provision of services to people with autism. It is noted that less than 25 percent of the estimated 8,500 persons with autism in Texas are currently receiving services. Preliminary sections look at the nature of autism, the numbers of Texans with autism, the responsibilities of the Interagency Council on Autism and Pervasive Developmental Disorders, and the mission, principles, and goals of the Council. Most of the document examines current and future activities of state agencies including the Texas Department of Mental Health and Mental Retardation

(e.g., demonstration programs for persons with autism, in-home and family support programs, and interagency personnel training); the Texas Education Agency (e.g., Individual Educational Plan provisions, an autism grant, and non-educational community based services); the Texas Rehabilitation Commission (the Vocational Rehabilitation Commission and the Extended Rehabilitation Services Program); the Texas Department of Health; and the Texas Department of Human Services. Goals and priority recommendations of the Council are then listed. These are: (1) the expansion and improvement of services for persons with autism; (2) the development and monitoring of such programs; and (3) increased public and professional awareness of autism and pervasive developmental disorders. (DB)

ED 348 800 EC 301 420

*Poulson, Marie Kanne.*  
**Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure.**

California State Dept. of Education, Sacramento. Office of Special Education; California State Univ., Sacramento; Sacramento City Unified School District, Calif.

Pub Date—92

Note—56p.; A product of the Resources in Special Education project.

Available from—Resources in Special Education, 650 Howe Ave., Suite 300, Sacramento, CA 95825 (\$10).

Pub Type—Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, At Risk Persons, Child Psychology, Delivery Systems, \*Drug Abuse, \*Early Intervention, Elementary Education, Environmental Influences, Family Programs, Handicap Identification, \*Perinatal Influences, \*Prenatal Influences, Preschool Education, Student Characteristics, \*Substance Abuse

Identifiers—Early Identification, \*Fetal Drug Exposure

This report is intended to serve as a reference for educators and service providers providing early intervention services and family support to children who have been prenatally substance exposed. The first two sections present information on the extent of the problem noting that 1,200,000 American women of reproductive age use cocaine, alcohol, marijuana, or nicotine in dangerous quantities. Prenatal and neonatal biological risk factors as well as maternal perinatal risk factors are then identified. The following section considers infant neurodevelopmental factors associated with substance abuse. A discussion of environmental risk factors follows including the importance of the postnatal social environment, families with multiple risks, children in foster care, and dysfunctional parent-infant units. Developmental outcomes and behavioral and learning characteristics of the child at risk due to substance exposure are then summarized. A major section considers service delivery issues. These include family centered service delivery, comprehensive coordinated interagency services, early identification of psychosocial and developmental risks, infant-family intervention services, and expanded preschool and elementary preventive education. The final section looks at California intervention programs and research including a "Program Model for Families with Infants and Toddlers Prenatally Substance Exposed," a kindergarten program for 4-year-olds at risk, and a study of educational needs of prenatally drug-exposed children. (Contains over 100 references.) (DB)

ED 348 801 EC 301 422

*Winget, Patricia, Ed. Kirk, Joyce, Ed.*  
**The California Strategic Plan for Special Education: Ours for Tomorrow.**

California State Univ., Sacramento.  
Spons Agency—California State Dept. of Education. Sacramento. Office of Special Education.

Pub Date—91

Note—41p.

Available from—Resource in Special Education, 650 Howe Ave., Suite 300, Sacramento, CA 95825 (\$4).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Delivery Systems, \*Disabilities, Educational Assessment, Educational Objectives, Ed-

ucation Work Relationship, Elementary Secondary Education, Outcomes of Education, Preschool Education, Prevention, Regular and Special Education Relationship, \*Special Education

Identifiers—\*California, \*Strategic Planning

The California Strategic Plan for Special Education sets specific goals and outcomes for the future in 11 critical areas: early intervention for infants and preschoolers, prevention, assessment, student outcomes and quality indicators, service delivery, education in the least restrictive environment, regionalization for students with low incidence disabilities, transition to adult life, new and effective partnerships with parents, sufficient numbers of qualified special education personnel, and an equitable responsive funding model. The first chapter identifies critical challenges facing special education and the importance of planning, evaluation, and implementation. The second chapter stresses the development of a unified system of education of which special education is a part. Each of the 11 areas is then presented in terms of special goals; planned outcomes for 1990-1991, 1991-1992, and beyond 1992; and statewide strategies and activities. (DB)

ED 348 802 EC 301 423

*Winget, Patricia, Ed. Kirk, Joyce, Ed.*  
**California Programs and Services for Students with Serious Emotional Disturbances.**

California State Univ., Sacramento.

Spons Agency—California State Dept. of Education. Sacramento. Office of Special Education.

Pub Date—91

Note—123p.; Prepared by the SED Work Group. Available from—Resources in Special Education, 650 Howe Ave., Suite 300, Sacramento, CA 95825 (\$20).

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, \*Definitions, Early Intervention, Elementary Secondary Education, Eligibility, \*Emotional Disturbances, Handicap Identification, Parent Role, Prevention, \*Program Development, Program Evaluation, Resource Allocation, Severe Disabilities, State Programs, Student Evaluation, Student Placement

Identifiers—\*California, Early Identification

This monograph presents an overview of the current status of programs for students with serious emotional disturbances in California and makes recommendations for program improvements. An introductory chapter summarizes important themes including screening, prevention, and early intervention; definitions; eligibility issues; assessment; interagency collaboration; existing resources; professional competence; and family needs. The first section then examines the roles of parents stressing the need for educators to see parents as partners. The second section considers aspects of early intervention and assessment including prevention services in the regular program, early awareness and intervention, and the problem of definitions. A major section examines aspects of educational instruction and services. These include: determining appropriate goals and objectives; determining appropriate placement and related services options; organization and delivery of services, educational interventions; and program evaluation. Section 4 considers community services which augment public school service options including mental health program services and other out-of-home services. The fifth section considers personnel development especially the importance of collaborative consultation training. Recommendations stress the shared responsibility of special education, resolving the definition dilemma, allocating sufficient resources, providing a full continuum of service options, and empowering a single case manager. (Contains 53 references.) (DB)

ED 348 803 EC 301 424

*Winget, Patricia, Ed. Kirk, Joyce, Ed.*  
**Surrogate Parents in California Special Education: An Overview.**

California State Univ., Sacramento.

Spons Agency—California State Dept. of Education. Sacramento. Office of Special Education.

Pub Date—91

Note—59p.; For the Resource Notebook, see EC 301 425. Developed by the Surrogate Parent Working Committee. A product of the Resources

in Special Education project.

Available from—Resources in Special Education, 650 Howe Ave., Suite 300, Sacramento, CA 95825 (\$10).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, \*Child Advocacy, \*Compliance (Legal), \*Disabilities, Due Process, Educational Legislation, Elementary Secondary Education, Federal Legislation, \*Parent Role, School Districts, Special Education, State Legislation, State Programs, State Standards, Volunteers

Identifiers—\*California, \*Surrogate Parents

This manual has been developed to assist local California education agencies, placing agencies, and providers in the implementation of the revised requirements for the appointment of surrogate parents for special education pupils, ages 0 through 21. Also included is an explanation of state and federal mandates for parent involvement, educational entitlements, and procedural safeguards for individualized educational programs. The major considerations for making surrogate parent appointments include: (1) identification of children in need of a surrogate parent; (2) the appointment process, responsibilities and requirements of surrogate parents, and the recruitment of surrogate parents; (3) training of surrogate parents; and (4) the responsibilities and roles of agencies in this program. Briefly considered are monitoring and complaint procedures and some special situations. Much of the document consists of the following appendices: statute code references; sample forms (e.g., notification, surrogate training parent certification, appointment/acceptance of surrogate parent); an all county letter; a listing of special education local plan areas and administrators; a listing of court appointed special advocates; and charts. (DB)

ED 348 804 EC 301 425

**Surrogate Parents in California Special Education: A Resource Notebook.**

California State Univ., Sacramento.

Spons Agency—California State Dept. of Education. Sacramento. Office of Special Education.

Pub Date—92

Note—260p.; For the Overview, see EC 301 424. A product of the Resources in Special Education project.

Available from—Resources in Special Education, 650 Howe Ave., Suite 300, Sacramento, CA 95825.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, \*Child Advocacy, Compliance (Legal), \*Disabilities, Due Process, Educational Policy, Elementary Secondary Education, Inservice Education, Instructional Materials, Legal Responsibility, Parent Education, \*Parent Role, School Districts, Special Education, Student Educational Objectives

Identifiers—\*California, \*Surrogate Parents

This resource notebook presents samples of training materials and local policies and procedures and is intended to accompany an overview document which provides information on California legislation concerning surrogate parents in special education. Part 1 provides a summary of special education laws, services, and parent and student rights. Part 2 covers responsibilities and rights of surrogate parents, the appointment process, and tips for effective involvement in their assigned student's assessment and individualized education program. Administrative considerations are the focus of Part 3 which covers: the legal mandates, issues to address locally, sample appointment procedures, sample policies and local plans, sample forms, interagency communications, relevant codes and regulations, and the Attorney General's 1991 opinion regarding surrogate parents and mental health services. Sample administrators' training materials including suggested agenda and overhead transparency masters comprise Part 4. Part 5 consists of surrogate parents' training materials such as suggested agenda, a sample flyer, activities, evaluation form, and overhead masters. Part 6 lists resources for surrogate parents including state and national agencies, organizations, and periodicals. A glossary of acronyms and terminology in special education and a bibliography of 10 items complete the manual. (DB)

ED 348 805 EC 301 426  
**State Special Education Outcomes 1991: A Report**



on State Activities in the Assessment of Educational Outcomes for Students with Disabilities. National Association of State Directors of Special Education, Washington, D.C.; National Center on Educational Outcomes, Minneapolis, MN.; Saint Cloud State Univ., MN.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Jan 92

Contract—H159C00004

Note—78p.; Chart A (State Activities in Selected Outcome Areas) contains small print.

Available from—National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 (\$15).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, \*Data Collection, \*Disabilities, \*Educational Assessment, Elementary Secondary Education, Federal State Relationship, Individualized Education Programs, \*Outcomes of Education, Special Education, State Programs, Student Evaluation, Student Participation

Based on interviews with state personnel and a review of state documents, this report summarizes activities by the states in assessment of educational outcomes for students with disabilities. The report is divided into six sections addressing: (1) state contexts; (2) special education federally reported data; (3) state assessment of outcomes; (4) assessment of achievement; (5) state needs; and (6) practices, programs, and plans related to outcomes. Among major findings are: historically, data collection has documented the educational process, not its results; participation and exit data comprise much of states' data collection efforts; few state-level data collection efforts yield outcomes data on students with disabilities; the extent of participation of students with mild disabilities in state-level general education assessments is uncertain; few states in which students with disabilities do participate in educational assessments report this data; there is inconsistent application of criteria for assessment participation and accommodations for students with disabilities; states are attempting to shift to collecting information on schooling outcomes; states are looking for guidance related to this new emphasis; and some states are exploring use of Individualized Education Program data as a source of outcome data for students with disabilities. Extensive charts and graphs provide supporting details. (DB)

ED 348 806

EC 301 427

Nathanson, Jeanne H., Ed.

Inclusion.

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—92

Note—41p.; Photographs will not copy clearly. Available from—OSERS News in Print, Room 3129, Switzer Building, 330 C St., S.W., Washington, DC 20202-2524 (free).

Journal Cit—OSERS News in Print; v4 n4 Spr 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agencies, Blindness, Career Development, Change Strategies, \*Disabilities, Drug Therapy, Elementary Secondary Education, Federal Programs, Friendship, \*Government Role, Grants, Hearing Impairments, Instructional Effectiveness, Interpersonal Competence, Intervention, Mental Disorders, Normalization (Handicapped), Program Descriptions, Research Projects, Sheltered Workshops, \*Social Integration, Supported Employment, Theater Arts

Identifiers—\*Office of Special Educ Rehabilitative Services

This theme journal issue focuses on current activities of the Office of Special Education and Rehabilitative Services which stress inclusion of students with disabilities in the mainstream. It begins with a message from the Assistant Secretary, Robert R. Davila which examines the full meaning of an "inclusive" education. Next, Barbara Buswell and Beth Schaffner, in "Building Friendships—An Important Part of Schooling", focus on how development of integrated friendships can be supported with examples from the PEAK Integration Project. "The Career Ladder Program Multi-district Outreach: The Road to Success" (by Shepherd Siegel and Deborah Brians) stresses principles of integration underlying this San Francisco (California) program. The following article, by Shirin D. Antia and Kathryn Kreimeyer, titled "Project Interact: Interventions for Social Integration of Young Hearing-Impaired

Children," reports on two studies comparing the effectiveness of a social skills intervention and an integrated activities intervention. The following article, "Why Are These People Working?", by Frank Simpson, reports on employment activities and outcomes fostered by the Helen Keller Services for the Blind. Next, Judith A. Cook, in "Thresholds Theater Arts Program," describes vocational opportunities developed by the Thresholds National Research and Training Center on Rehabilitation and Mental Illness in Chicago (Illinois). "Closing the Sheltered Workshop: A Case Study of Agency Change" (Stephen Murphy and Pat Rogan) examines the change process at the Pioneer Activities Center (Syracuse, New York). Finally, Kenneth D. Gadow, summarizes the literature on "Medication and School Behavior." (Most articles include references.) (DB)

ED 348 807

EC 301 428

[Professions in Special Education: Suggested Readings].

National Association of State Directors of Special Education, Alexandria, VA.; National Clearinghouse for Professions in Special Education, Reston, VA.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[91]

Contract—H030E00001-90A

Note—13p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Minority Groups, Occupational Therapy, Physical Therapy, \*Special Education, \*Special Education Teachers, Teacher Certification, Teacher Evaluation, \*Teacher Supply and Demand, Therapists

These four selected bibliographies list recommended readings concerning: minority personnel in special education (supply and demand), teacher testing and minorities, physical therapy and occupational therapy, and alternative certification. References date from 1984 through 1991 and are listed alphabetically by author within each bibliography. ERIC document numbers are included, when available. (DB)

ED 348 808

EC 301 429

The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress.

National Association of State Directors of Special Education, Alexandria, VA.; National Clearinghouse for Professions in Special Education, Reston, VA.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[91]

Contract—H030E00001-90A

Note—5p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Educational Demand, Elementary Secondary Education, \*School Demography, \*Special Education Teachers, \*Teacher Shortage, Teacher Student Ratio, \*Teacher Supply and Demand

Identifiers—\*Individuals with Disabilities Education Act

This brief summary is based on analysis of the Annual Reports to Congress on implementation of the Education for the Handicapped Act (now Individuals with Disabilities Education Act) by the Office of Special Education Programs. Narratives and graphs demonstrate the continuing increase in numbers of special education students, the leveling out of numbers of special education teachers employed and numbers of students per teacher, and the increasing numbers of special education teachers needed (based on number of positions school systems are unable to fill with qualified personnel). (DB)

ED 348 809

EC 301 430

Americans with Disabilities Act.

National School Boards Association, Alexandria, VA.

Pub Date—May 92

Note—9p.

Available from—National School Boards Association, 1680 Duke St., Alexandria, VA 22314.

Journal Cit—Updating School Board Policies; v23

n4 May 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Boards of Education, \*Civil Rights Legislation, \*Compliance (Legal), Definitions, \*Disabilities, Elementary Secondary Education, \*Equal Opportunities (Jobs), \*Federal Legislation, Legal Responsibility

Identifiers—\*Americans with Disabilities Act 1990

Addressed to school board members, this article attempts to summarize requirements of the Americans with Disabilities Act (ADA) and its implications for school districts. It warns against hasty purchase of private compliance assistance; then provides an overview of each of the Act's five titles which address employment practices, activities involving public contact, public accommodations, telecommunications companies, and miscellaneous provisions, respectively. Also discussed are liabilities under the ADA, requirements concerning hiring school personnel, and the Act's definitions of critical terms including: "physical or mental impairment," "major life activity," "record of impairment," "regarded as impaired," "qualified individual," and "essential function." In the "Tips 'n Techniques" section, eight benefits are listed for school districts enlisting senior citizen volunteers. The top 10 regional policy issues in each region and the top 20 policy issues throughout the United States and Canada are listed. (DB)

ED 348 810

EC 301 431

Paul, James L. And Others

Handbook for Ethical Policy Making.

North Carolina Univ., Chapel Hill. Carolina Policy Studies Program.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—92

Contract—G0087C3065

Note—81p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agency Cooperation, \*Boards of Education, \*Compliance (Legal), Conflict Resolution, \*Decision Making, \*Disabilities, \*Early Intervention, Educational Legislation, Educational Policy, Elementary Secondary Education, \*Ethics, Family Programs, Federal Legislation, Infants, Policy Formation, Toddlers, Values

Identifiers—Individuals with Disabilities Education Act Part H

This handbook is intended to assist policy boards and Interagency Coordinating Councils in developing and writing clear guidelines for implementing Part H of the Individuals with Disabilities Education Act which mandates early intervention services to infants and toddlers with disabilities. Principles are rooted in a "family systems" model of intervention which stresses respecting family autonomy, a collaborative mode of intervention, and a broad definition of "family." The first component of the guide describes the historical context of the law and the nature of the study of ethics. The next component is devoted to background information about the effectiveness of particular intervention strategies with different clientele. A major section on ethical issues is divided into three sub-sections titled: "Child Centered," "Family Centered," and "Profession Centered." Because decision making often involves conflicts in values or assumptions, one component of the handbook deals with "Value Conflicts in a Group" with sections on "Change of Views" and "Problems of Self-Interest." The final component describes a set of procedures that are then applied to a scenario in which problems are identified, value conflicts are made salient, and solutions proposed. An annotated bibliography of 84 items and sample forms are appended. (DB)

ED 348 811

EC 301 432

Harbin, Gloria L. And Others

Status of States' Progress in Implementing Part H of IDEA: Report #4.

North Carolina Univ., Chapel Hill. Carolina Policy Studies Program.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Jul 92

Contract—G0087C3065

Note—53p.; For Reports #s 1-3, see ED 319 169, ED 328 030, and ED 337 988.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

**Descriptors**—Agency Cooperation, \*Compliance (Legal), \*Disabilities, Educational Finance, \*Educational Legislation, \*Educational Policy, Federal Legislation, \*Policy Formation, Preschool Education, \*Program Implementation, Standards, State Programs

**Identifiers**—Individuals with Disabilities Education Act Part H

This final progress report examines implementation of Part H of the Individuals with Disabilities Education Act (IDEA) by the various states. Part H coordinators in the 30 states and the District of Columbia and chairpersons of the State Interagency Coordinating Councils were asked to complete the five point Likert "State Progress Scale" for the three stages of policy development, policy approval, and policy application. In the policy development area, accumulated ratings of the 42 responding states indicated that the states had largely finished their development work on the 14 key components of the law with the area of finance reported as the most difficult to complete. The area of personnel standards showed good progress except for day care. In the areas of policy approval and policy application, progress is continuing with finance policies again lagging behind followed by overall administration policies suggesting that these are the most troublesome policy problems to overcome. It is also noted that 10 states have applied for an extended planning period. Extensive charts, graphs, and tables provide supporting detail to the report's narrative. (Contains 10 references.) (DB)

ED 348 812

EC 301 433

Goodman, Beth Iseman, Sheila

**Transition Services: Developing and Implementing IEPs for Life after School.**

Pub Date—May 92

Note—23p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Compliance (Legal), \*Disabilities, Education Work Relationship, \*Individualized Education Programs, \*Legal Responsibility, Models, Needs Assessment, Secondary Education, Student Needs, \*Transitional Programs

This paper suggests a framework for analyzing needs of students with disabilities in dealing with transition services in their Individualized Education Programs (IEPs). It outlines procedures to follow to ensure adequate service delivery. The framework and procedures are intended to result in IEPs that not only will survive legal challenges but also will assist students in making successful transitions to life beyond school. The paper defines transition services in terms of legal requirements and notes the types of transition services, such as postsecondary education, vocational rehabilitation, continuing education, competitive or sheltered employment, independent living, and other adult services. The need for delineation of transition services in IEPs is emphasized, and possible areas of deficit that require IEP goals and objectives are noted. Current legal requirements for addressing transition services are described, and the question of how seriously to weight student preferences is discussed. A five-component transition process is outlined, as follows: identify the targeted post-school environment, identify the skills needed for the student to succeed in the targeted environment, identify services needed for the student to attain these skills, identify and involve appropriate service providers, and develop a transition timeline. (JDD)

ED 348 813

EC 301 434

**Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991.**

Arkansas State Dept. of Education, Little Rock. Office of Education of Gifted and Talented Children.

Pub Date—91

Note—37p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Elementary Secondary Education, \*Gifted, Program Descriptions, Program Implementation, Special Education, \*Special Programs, Special Schools, \*State Programs, \*Talent

**Identifiers**—\*Arkansas

This annual report on gifted education programs in Arkansas outlines the status of recommendations made in prior reports and urges action on new recommendations, such as acquiring additional staff positions and ensuring that enrollment in gifted programs reflects the ethnic and economic makeup of

the total school population. Appendices contain: (1) a description of the Arkansas Governor's School, which is a 6-week residential program for rising seniors; (2) a list of Arkansas' 27 residential and 27 day AEGIS programs (Academic Enrichment for the Gifted in Summer); (3) statistical data on students served in each school district; and (4) information about the Talent Identification Program. (JDD)

ED 348 814

EC 301 435

Schmitt, Christopher, Ed.

**Parent Resource Directory. Fourth Edition.**

Association for the Care of Children's Health, Bethesda, MD.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Report No.—ISBN-0-937821-76-4

Pub Date—May 91

Contract—MCJ-115039

Note—129p.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors**—\*Disabilities, Foreign Countries, Health Services, \*Information Networks, \*Information Services, Parent Associations, Parent Education, \*Social Support Groups, \*Special Health Problems

**Identifiers**—Canada, United States

This directory was produced to help parents of children with special needs and professionals identify one another and form relationships to improve the health care system. The directory contains entries from families throughout the United States and Canada, and is organized alphabetically by state or province, with parents listed alphabetically within each area. Each entry contains such information as the parent name, address, telephone, child's or children's disabilities, organizational affiliations of the parent, care facility used, skills and interests of the parent, experience, related employment, and languages other than English. At the end of the directory are a general alphabetical index of parents, an index of disabilities, and an index of special interests. There is also a list of Parent Training and Information Centers, which are federally funded programs, staffed by parents, that provide information to parents on special education laws. (JDD)

ED 348 815

EC 301 436

**Serving Students with Special Health Care Needs.**

Connecticut State Dept. of Education, Hartford. Div. of Education Support Services.

Pub Date—92

Note—273p.

Available from—Public Information, Connecticut State Department of Education, State Office Building Room 304, P.O. Box 2219, Hartford, CT 06145-2219 (while supply lasts).

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC11 Plus Postage.**

**Descriptors**—Disease Control, Elementary Secondary Education, Financial Support, Health Services, Legal Responsibility, Models, \*Policy Formation, Program Development, \*School Health Services, School Policy, Self Evaluation (Groups), \*Special Health Problems, \*State Standards

**Identifiers**—\*Connecticut

These guidelines were developed to assist Connecticut school personnel to strengthen collaborative efforts among families, educators, and health professionals to provide effective programs for students with special health care needs. The guidelines assist in identifying appropriate services and service providers and in planning the support services necessary to ensure the safety and well-being of all students during participation in school activities. They provide a framework for the development of appropriate policies and procedures, and are based on laws and regulations that apply to education, medicine, nursing, and other health disciplines. The guidelines begin with an overview of issues related to children with special health care needs in educational settings, followed by a consideration of a philosophy and conceptual framework, legal issues from an educational perspective and a clinical perspective, policy and procedure development, the decision-making process, personnel, the entry/re-entry process, program modifications, funding issues, infection control, a self-evaluation tool, and specialized health care activities. Appendices provide statements of standards and licensure

requirements; sample forms; definitions; model policies; article reprints; and a list of governmental and nongovernmental resources, primarily in Connecticut. (Approximately 120 references) (JDD)

ED 348 816

EC 301 437

**Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group.**

Michigan State Dept. of Education, Lansing. Special Education Services.

Pub Date—Aug 91

Note—52p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—\*Agency Cooperation, Audiovisual Aids, Definitions, \*Delivery Systems, Elementary Secondary Education, Family Involvement, Incidence, Legal Responsibility, Needs Assessment, \*Parent Participation, Resources, \*School Health Services, School Nurses, \*Special Health Problems, Staff Development, Teamwork, Training, Transportation

**Identifiers**—\*Medically Fragile, Michigan

This report is the product of a committee charged to define "medically fragile," explore the array of educational services available and/or needed for children in Michigan considered medically fragile, identify current information and gaps in the information, and identify areas of interagency collaboration. The report discusses critical evolving issues, including definition of the term "medically fragile," demographics of this population, and legal precedence for educating medically fragile students. It also discusses partnership and communication issues through vignettes focusing on the family's perspective and needs and emphasizing interagency cooperation. A section on program support recommendations outlines specific steps in service delivery and discusses transportation issues, nursing needs, and staff training. Appendices contain a bibliography of reports and books (15 entries), a list of approximately 45 audiovisual materials, and a list of health care occupations to consider as potential resources for training school employees. (JDD)

ED 348 817

EC 301 438

Smokaski, Fred And Others

**A Study of Public School Medical Assistance Pilot Program: Article 82.**

Colorado State Dept. of Education, Denver. Div. of Special Education Services.

Pub Date—Jan 91

Note—30p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Delivery Systems, Demonstration Programs, \*Disabilities, Elementary Secondary Education, \*Financial Support, Government School Relationship, \*Health Insurance, Incidence, Low Income Groups, \*Public Schools, \*Pupil Personnel Services, School Funds, State Aid, State Government, \*State School District Relationship

**Identifiers**—\*Medicaid

This paper reports on a project which analyzed the possibility of using Medicaid funding to provide reimbursement for some services needed by students with disabilities who are being served by public schools in Colorado. Six school districts or boards of cooperative services were selected to participate in a pilot program as recipients of Medicaid reimbursement. Reasons for special education directors' reluctance to participate in the study are noted. The project found that a new provider type had to be developed in order for public school administrative units to become Medicaid vendors. Necessary changes to rules are proposed, involving creation of a provider category under Early Periodic Screening and Diagnosis Treatment, providing such services as speech/language therapy, audiology, and physical and occupational therapy. The six administrative units estimated the number of handicapped children eligible for Medicaid services at 17% of the handicapped children they serve. The number of Medicaid-eligible handicapped children is estimated to be 12% of the total number of children eligible for Medicaid services. The project concluded that the six administrative units should begin to bill for Medicaid services after completing negotiations, providing staff training, establishing a billing process, and attending to other administrative details. Various administrative materials are attached to the report, including Article 82. (JDD)

**ED 348 818** **EC 301 440**

**Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session, Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**  
Report No.—ISBN-0-16-038415-X  
Pub Date—25 Feb 92

Note—219p.; Serial No. 102-91. Parts of the document contain small print.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Deafness, Demonstration Programs, \*Educational Legislation, Educational Methods, Educational Practices, Elementary Secondary Education, Federal Aid, \*Federal Legislation, Financial Support, \*Hearing Impairments, Hearings, Higher Education

Identifiers—Congress 102nd, \*Education of the Deaf Act 1985, Gallaudet University DC, National Technical Institute for the Deaf

This document presents testimony examining issues concerning the education of students with deafness and exploring ways to strengthen federal legislation to ensure an appropriate quality education for these students. The hearing focuses specifically on reauthorization of the Education of the Deaf Act, which authorizes funding for Gallaudet University (Washington, D.C.), the National Technical Institute for the Deaf (Rochester, New York), and model demonstration schools. The act also created the Commission on Education of the Deaf which recommends improvements in the education of persons who are deaf or hard of hearing. The testimony deals with early identification and intervention, student placement, communication skills, parent involvement, professional standards, and other topics. The document contains statements, prepared statements, letters, and supplemental materials from: (1) Congressional Representatives Major R. Owens and Donald M. Payne; (2) the Assistant Secretary for Special Education and Rehabilitation Services of the Department of Education; (3) representatives of the Commission on Education of the Deaf, Gallaudet University, and the National Technical Institute for the Deaf; and (4) representatives from the Council of Organizational Representatives, the National Association of State Directors of Special Education, the Conference of Educational Administrators Serving the Deaf, the National Association of the Deaf, the American Society for Deaf Children, the Alexander Graham Bell Association for the Deaf, the California Center for Law and the Deaf, the City University of New York, and the National Cued Speech Association. (JDD)

**ED 348 819** **EC 301 441**

**Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1.**

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Mar 92

Contract—H159C00004

Note—5p.; For full technical report, see ED 347 769.

Available from—National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 (\$1).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accountability, \*Data Collection, \*Disabilities, Elementary Secondary Education, \*Eligibility, Incidence, National Programs, Policy Formation, Program Development, \*Sampling, State Programs, \*Student Evaluation

This brief report highlights the issues, evidence, and first steps toward including students with disabilities in educational data systems. The report notes that if students with disabilities are excluded from educational data collection systems, policy makers do not have an adequate set of information from which to make policy decisions. The report lists points at which exclusion occurs, and states that an estimated 40% to 50% of school-age students with disabilities are excluded from such national

data collection programs as National Assessment of Educational Progress and the National Education Longitudinal Study. The report points out that estimates of exclusion in state assessment programs are largely unavailable. Steps toward including students are listed, such as developing assessment modifications, accommodations, or alternatives; increasing inclusion of students with disabilities during instrument development; and developing more inclusive definitions of sample eligibility. (JDD)

**ED 348 820** **EC 301 442**

**Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2.**

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Mar 92

Contract—H159C00004

Note—9p.

Available from—National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 (\$1).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Disabilities, \*Early Intervention, \*Educational Objectives, High Risk Students, Learning Readiness, Preschool Education, Public Policy, \*School Readiness, Student Needs

Identifiers—\*National Education Goals 1990

This brief report cites data that indicate the need for increased efforts to achieve the first of six National Education Goals proposed by the President and the Governors in 1990. The first goal states that "By the year 2000, all children in America will start school ready to learn." The grade given to goal 1 is "incomplete" because of insufficient data. Only half of all children with disabilities ages 3-5 attend preschool programs. This conclusion is based on unpublished tabulations from the Early Childhood Component of the 1991 National Household Education Survey. Services for children age 5 or younger who have special needs are being expanded yearly in view of estimated increases in numbers of children needing services. In 1990-91 approximately 400,000 children with disabilities, ages 3-5, participated in preschool special education programs and approximately 200,000 infants and toddlers, ages 0-2 years participated in early intervention programs. The report briefly outlines services available for young children with disabilities, the number of children receiving services and their geographic distribution, parent involvement, nutritional and health needs, and the need for additional information. (JDD)

**ED 348 821** **EC 301 443**

**Increasing the High School Graduation Rate: National Education Goal 2 and Students with Disabilities. Brief Report 3.**

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Jul 92

Contract—H159C00004

Note—9p.

Available from—National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 (\$1).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Persistence, Data Analysis, \*Data Collection, \*Disabilities, Dropout Prevention, \*Dropout Rate, Dropout Research, Educational Objectives, Educational Policy, \*Graduation, High School Graduates, High Schools, Incidence, Reentry Students

Identifiers—\*National Education Goals 1990

The purpose of this brief report is to highlight information about disabled youth in relation to the second of six National Education Goals proposed by the President and the Governors in 1990. The second goal states that "By the year 2000, the high school graduation rate will increase to at least 90 percent." A grade of "improving" has been given to the second goal. Current estimates of dropout rates for students with disabilities indicate that they are dropping out of school at a higher rate than are students without disabilities. Only slightly over 55 percent of students with disabilities complete school, 32 percent dropout, 4 percent are suspended or expelled, and 7 percent reach age limitations. This report then presents the incidence of disabled

dropouts returning to school, methods of monitoring school completion and dropout rates, and information that is still needed. (JDD)

**ED 348 822** **EC 301 444**

**Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4.**

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Mar 92

Contract—H159C00004

Note—9p.

Available from—National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 (\$1).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Citizenship, \*Citizenship Education, Data Collection, \*Disabilities, \*Educational Objectives, Elementary Secondary Education, Public Policy

Identifiers—\*National Education Goals 1990

This brief report cites the grade of "poor" given to the United States educational system on the third of the six National Education Goals proposed by the President and the Governors in 1990 of demonstrating student competency in key subject areas and preparing students for responsible citizenship. Results on math competency tests as well as indicators of responsible citizenship are called "sobering" in the first report on the goals. The report then considers this goal in relation to students with disabilities, through brief discussions of student performance in key academic areas, student involvement in activities that promote good citizenship, student competence in languages and knowledge of the world community, methods of monitoring the achievement and citizenship of students with disabilities, and information still needed in this area. (JDD)

**ED 348 823** **EC 301 445**

**Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5.**

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Apr 92

Contract—H159C00004

Note—9p.

Available from—National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 (\$1).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Data Collection, \*Disabilities, \*Educational Objectives, Elementary Secondary Education, Higher Education, \*Mathematics Achievement, Postsecondary Education, Public Policy, Remedial Instruction, Research Needs, \*Science Education

Identifiers—\*National Education Goals 1990

This brief report cites the grade of "poor" given to the United States educational system on the fourth of the six National Education Goals proposed by the President and the Governors in 1990. The fourth goal states that "By the Year 2000, U.S. students will be first in the world in science and mathematics achievement." The report then discusses this goal in relation to students with disabilities, addressing the topics of the lack of data on performance of students with disabilities, the emphasis on remedial instruction in science and math for students with disabilities, the low incidence of students with disabilities proceeding to postsecondary education in science or math, methods of monitoring science and math achievement, and information still needed in this area. (JDD)

**ED 348 824** **EC 301 446**

**Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6.**

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—May 92

Contract—H159C00004

Note—9p.

Available from—National Center on Educational



Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 (\$1).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Adult Learning, \*Adult Literacy, Citizenship Responsibility, \*Disabilities, Education Work Relationship, Elementary Secondary Education, \*Lifelong Learning, \*Literacy Education, Postsecondary Education

Identifiers—\*National Education Goals 1990

This brief report cites the grade of "adequate" given to the American educational system on the fifth of the six National Education Goals proposed by the President and the Governors in 1990. The fifth goal states that "By the Year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." This goal is discussed in relation to youth with disabilities, focusing on involvement of American business in strengthening the connection between education and work for students with disabilities, postsecondary training or education completed by young adults with disabilities, demonstration of literacy achievement by college graduates and other former students, methods of monitoring the literacy skills and lifelong learning of young adults with disabilities, and information that is still needed. (JDD)

ED 348 825 EC 301 447

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.

National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Jun 92

Contract—H159C00004

Note—9p.

Available from—National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 (\$1).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Collection, \*Disabilities, \*Discipline, \*Drug Abuse, \*Educational Environment, Educational Objectives, Elementary Secondary Education, Incidence, \*Prevention, Public Policy, \*School Safety, Violence

Identifiers—\*National Education Goals 1990

This brief report cites the grade of "improving" given to the American educational system on the last of the six National Education Goals proposed by the President and the Governors in 1990. The sixth goal states that "By the Year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning." The report then discusses this goal in relation to students with disabilities, outlining the extent of drug use and other high risk behaviors among students with disabilities, the frequency of these students' involvement in disciplinary problems, methods of monitoring the quality of the learning environment for students with disabilities, and information that is still needed. (JDD)

ED 348 826 EC 301 448

Swann, Will

Segregation Statistics: English LEAS, 1988-91.

Centre for Studies on Integration in Education, London (England).

Pub Date—May 92

Note—16p.

Available from—Centre for Studies on Integration in Education, 415 Edgware Rd., London, England NW2 6NB United Kingdom (2 pounds).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Disabilities, \*Educational Practices, \*Educational Trends, Elementary Secondary Education, Foreign Countries, \*Mainstreaming, Special Education, Special Programs, \*Special Schools, Trend Analysis

Identifiers—\*England

Statistics are presented indicating that, between 1988 and 1991 in England, there was a 2.05% increase in segregation of children with disabilities aged between 5 and 10 years. Over the same period, there was a 2.12% decrease in segregation of children aged 11 to 15. The statistics also indicate that children's chances of being integrated into main-

stream schooling vary enormously depending on the local education authority (LEA) in which they live. Statistics are examined in terms of the highs and lows of segregation, increasing and decreasing levels of segregation, and primary versus secondary level students. Three tables provide data, by local education authority, on the percentage of segregated students aged 5 to 15, aged 5 to 10, and aged 11 to 15. Possible explanations for the increased segregation are noted, and the methods used in analyzing the statistics are outlined. (JDD)

ED 348 827 EC 301 449

Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—ISBN-0-16-038911-9

Pub Date—10 Mar 92

Note—146p.; Serial No. 102-103. Parts of the document contain small print.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Deafness, Delivery Systems, \*Educational Policy, Educational Practices, Elementary Secondary Education, Ethnic Groups, \*Federal Legislation, \*Hearing Impairments, \*Minority Groups, Multiple Disabilities, Policy Formation, Public Policy, Teacher Recruitment

Identifiers—\*Education of the Deaf Act 1985, \*Reauthorization Legislation

This Congressional hearing on the reauthorization of the Education of the Deaf Act examines the progress in implementing research findings and the methods used to provide services to diverse populations within the deaf community. It addresses such issues as the needs of minority deaf students, improving the educational achievement of deaf students who are not college bound, the need for more minority teachers of the deaf, provision of services for individuals with multiple disabilities, and the use of manual versus oral communication methods. It contains statements, prepared statements, letters, or supplemental materials from: (1) Congressional Representatives Major R. Owens and Donald M. Payne; (2) a representative from the National Institute on Deafness and Other Communication Disorders; (3) representatives from private organizations such as the National Deaf Deaf Advocates, National Association of Deaf Hispanics, and American Association of Deaf-Blind; and (4) representatives from educational institutions and rehabilitation programs, such as Gallaudet University, the Georgia Sensory Rehabilitation Center, and the Central Institute for the Deaf in St. Louis, Missouri. (JDD)

ED 348 828 EC 301 451

Reeb, Kenneth G., Jr.

Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jan 86

Contract—G00830020

Note—49p.

Pub Type—Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Assistive Devices (for Disabled), Clearinghouses, \*Consumer Economics, Consumer Protection, Consumer Science, Credit (Finance), \*Disabilities, Equipment, Equipment Maintenance, \*Independent Living, Information Centers, Models, Program Descriptions, \*Program Development, Purchasing, \*Rehabilitation, Training

This paper provides information to support the implementation and management of independent living services for individuals with disabilities. The paper compiles the experiences of numerous people involved in programs providing services which support disabled individuals as active consumers of commercial rehabilitative aids and devices. It documents some of the successes and some of the problems associated with those programmatic

experiences. It also provides contacts within various organizations where more detailed information might be found. An introduction outlines the benefits of enhanced consumerism and the provision of support to maximize each person's capabilities to live independently. Model programs are then described, including descriptions of eight programs that provide alternative sources of financing, eight information clearinghouses, six training services, three maintenance/repair services, five used equipment clearinghouses, and two group purchasing opportunities. The paper concludes that encouraging more active participation by disabled individuals as consumers of commercial rehabilitative aids and devices is a promising and an appropriate goal for the independent living movement. A directory of the profiled programs is included in an appendix. (JDD)

ED 348 829 EC 301 454

Reeb, Kenneth G., Jr.

Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jan 89

Contract—G00830020

Note—34p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adults, \*Assistive Devices (for Disabled), Banking, Blindness, Children, \*Credit (Finance), \*Disabilities, Financial Services, \*Financial Support, Models, Physical Disabilities, Program Development, \*Purchasing, Supported Employment, Transportation

Identifiers—\*Loan Programs

This paper introduces the concept of assistive financing for assistive devices for persons with disabilities, and describes model programs that have pioneered implementation of the concept in the assistive device marketplace. The assistive financing or loan guarantee concept is presented as a partnership between a private financial institution and another organization interested in underwriting credit financing to targeted populations. This partnership permits costs and risks of financing to be shared and allows flexibility in the terms of and access to credit. Assistive financing encourages consumers to share in the responsibility of paying for needed equipment and promotes greater consumer involvement in selection of the appropriate product. Model programs are described, including: (1) the Mitral/Canon Optacon Financing Program, which extends low-interest financing for the purchase of a portable, tactile reading device for persons who are blind; (2) the Handicapped Transportation Loan Guarantee Program of the California Department of Rehabilitation, which finances purchases of vehicles or special adaptive equipment for parents of children who use wheelchairs; and (3) the Supported Employment Loan Guarantee Program, which promotes financing of assistive devices and durable equipment that enable persons with disabilities to obtain, maintain, or advance in employment. The paper also describes lessons learned from operation of these programs. Appendices contain names of contact persons and sample materials from model programs. (JDD)

ED 348 830 EC 301 455

Phillips, Lynn

Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Aug 89

Contract—H133E80029

Note—20p.; For related documents, see EC 301 456-458.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adults, \*Assistive Devices (for Disabled), Attitudes, Blindness, Employment Potential, Financial Support, Health, Independent Living, \*Needs Assessment, \*Normalization (Handicapped), Partial Vision, Personal Autonomy, \*Physical Disabilities, Privacy, Public Opinion, Qualitative Research, \*Rehabilitation,

### Safety, \*Visual Impairments

This paper describes the first year of a 5-year study which, when completed, will identify the needs and concerns of disabled consumers from virtually all categories of functional limitations and all walks of life. The participants will include men and women between the ages of 18 and 65 from a variety of socioeconomic and geographical backgrounds. In the first year of the study, data were collected at 12 focus group sessions involving individuals in 4 functional limitation categories: blindness, low vision, upper extremity motor impairments, and lower extremity motor impairments. Categories of need that emerged throughout the focus groups were safety/health, privacy, independence, convenience, and employability. Two areas of concern not directly related to technological needs also emerged: attitudes and money. The paper concludes that: (1) the single most often identified need is for a better understanding by the general population of the needs of people with disabilities; (2) many focus group participants did not see new technology as the answer to their problems; and (3) access to computers is key to increased independence, employment potential, and increased convenience. A moderator's guide for use with the focus groups is appended. (JDD)

ED 348 831

EC 301 456

Ward, Carolyn

### Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jul 90

Contract—H133E80029

Note—45p.; For related documents, see EC 301 455-458.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Assistive Devices (for Disabled), Cerebral Palsy, Communication Aids (for Disabled), Consumer Economics, \*Disabilities, \*Equipment Evaluation, Head Injuries, Individual Needs, Mobility Aids, \*Needs Assessment, Neurological Impairments, Normalization (Handicapped), Qualitative Research, \*Rehabilitation, \*Technology

Identifiers—Cerebrovascular Disorders, Multiple Sclerosis

This paper describes the second year of a 5-year study of the needs of individuals with disabilities as they relate to consumer products. The study employed focus group research techniques in which group members responded to issues and raised their own concerns regarding general products and equipment specially designed for persons with disabilities. The study involved three groups; each group consisted of persons with the following disabilities: cerebral palsy, multiple sclerosis, stroke, and traumatic brain injury. Focus group discussions often included areas beyond the realm of technology, such as the need for more and affordable services to assist persons with disabilities, the need to combat ignorance and stereotypes, the need for companionship and socialization, and others. Product features cited by focus groups included cost, durability, maneuverability, ease of assembly and disassembly, reliability, controls, safety features, simple instructions, aesthetics, and ability to keep devices in place during use. Other issues discussed included information sources about products, difficulties in choosing devices, trade-offs in using devices, and consumer interest in testing devices. Specific types of products are examined, including controls, computers, mobility devices, kitchen appliances, grooming and dressing devices, and communication tools. The report presents "wish list" items compiled by each disability group, and concludes with creative solutions used by focus group members to cope with their needs. A moderator's guide for focus group discussion is attached. (JDD)

ED 348 832

EC 301 457

Ward, Carolyn

### Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Sep 91

Contract—H133E80029

Note—45p.; For related documents, see EC 301 455-458.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Assistive Devices (for Disabled), Caregivers, Communication Aids (for Disabled), Consumer Economics, \*Disabilities, Employee Attitudes, Employment, Equipment Evaluation, Hearing Impairments, Independent Living, Individual Characteristics, Merchandise Information, Mobility Aids, \*Needs Assessment, Normalization (Handicapped), \*Older Adults, Physical Disabilities, \*Rehabilitation, Selection, \*Technology, Visual Impairments

The goal of this third year of an ongoing 5-year study was to identify and evaluate the diverse technology and product needs of persons with functional limitations, from users' perspectives. This qualitative research study involved 14 focus groups representing 4 different categories of people; those included persons 50 years and older with sensory impairments, mobility limitations, or manual dexterity losses, or caregivers of older persons with disabilities. The study examined: group demographics; consumer needs that supersede product concerns; older consumers' orientation to technology; attitudes towards work and the workplace; product features, such as cost, safety, and ease of use; product selection criteria; consumer observations about mobility devices and communication tools; information channels for learning about consumer products; general recommendations for product improvement; creative solutions to consumer needs; and "wish list" items. The study concluded that orientation to technologies did not appear to be a function of age, that design features were the most formidable obstacles to product use, and that a sense of autonomy was important to older people with functional limitations. (JDD)

ED 348 833

EC 301 458

Ward, Carolyn

### Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jul 92

Contract—H133E80029

Note—62p.; For related documents, see EC 301 455-457.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accessibility (for Disabled), \*Assistive Devices (for Disabled), Attitudes, Communication Aids (for Disabled), \*Disabilities, Electronic Equipment, \*Equipment Evaluation, Hearing Impairments, Individual Needs, Merchandise Information, Mobility Aids, \*Needs Assessment, Physical Disabilities, \*Rehabilitation, \*Technology, Transportation, Visual Impairments, Vocational Rehabilitation

This monograph details the findings from the fourth year of a 5-year Consumer Needs Assessment Project. Sixteen focus groups consisting of 133 working-aged persons (25 to 60 years old) with disabilities were convened in 3 different parts of the United States to discuss their personal and technological needs. Consumers identified problems they face in participating actively within their communities. They described attitudinal barriers, their need for human assistance, and obstacles to their use of public and private transportation and accommodations. They also considered workplace issues, including technology and its impact on their employment. They provided recommendations on ways to alleviate social and physical impediments in varied settings. They considered the implications of the Americans with Disabilities Act on these issues. The focus group participants also considered product design features, costs, instructions, repairs, and safety concerns. Consumers spoke about their need for objective information about products, and recommended developing working partnerships among designers, manufacturers, and consumers with disabilities. Consumer observations about specific products are noted, including mobility devices, tele-

communication devices, televisions, and computers. Wish list items wanted by individuals with blindness and visual impairments, deafness and hearing impairments, manual dexterity impairments, and mobility impairments are described. A moderator's guide for use with focus groups is attached. (JDD)

ED 348 834

EC 301 459

Reeb, Kenneth G., Jr. Stripling, Thomas E.

### Payment for Assistive Devices by the Veterans Administration.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jan 89

Contract—G00830020

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Assistive Devices (for Disabled), Decision Making, \*Disabilities, \*Federal Aid, Federal Government, Financial Support, \*Government Role, Human Services, Policy Formation, Public Policy, \*Purchasing, \*Veterans

Identifiers—\*Veterans Administration

This report provides an overview of the Veterans Administration (VA) and how it pays for assistive devices for veterans. It explains the VA payment structure and decision-making responsibilities concerning assistive equipment. Following an introductory section, the report provides background on the VA system, summarizing its legislative origins, organizational structure, benefits, and eligibility guidelines. The report then describes the VA's payment process for equipment, identifying the various levels of decision making and control. This section outlines the phases in the payment process, including gaining access to the area's VA Medical Center, having the veteran's needs assessed, and procurement and delivery of the prosthetic appliances. The report also discusses some of the policy-setting mechanisms whereby the VA determines the types of equipment it covers and how it ensures that it remains up to date. The report stresses that procurement for assistive devices can vary significantly depending upon the policies and resources of the VA Medical Center in a particular area. (JDD)

ED 348 835

EC 301 460

Reeb, Kenneth G., Jr.

### Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jun 87

Contract—G00830020

Note—66p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Assistive Devices (for Disabled), \*Credit (Finance), Delivery Systems, \*Disabilities, Equipment, \*Financial Support, Human Services, Models, Organizational Objectives, \*Program Development, Program Implementation, Purchasing, Rehabilitation

Identifiers—\*Loan Programs

This document is intended to encourage organizations that serve persons with disabilities to explore the potential for expanded credit opportunities for their constituencies, particularly credit financing for assistive aids and devices. The paper contends that there are significant numbers of persons with disabilities who could effectively handle financial responsibilities associated with purchasing needed equipment using credit, and that these persons should have opportunities to demonstrate their credit worthiness. The concept of establishing a revolving fund is introduced as a method of improving the availability and affordability of credit. This fund can be used either to provide equipment loans directly or to guarantee commercial loans. The report also captures many of the insights of organizations around the country that have pioneered implementation of the revolving fund concept. The report offers a step-by-step outline, from addressing financial needs, designing the service, and costing/pricing the service, to determining fund size, establishing the fund, and marketing the service. Appendixes contain a list of model programs and sample loan application forms. (JDD)

ED 348 836 EC 301 461

Mendelsohn, Steven

State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jan 90

Contract—H133E80029

Note—63p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Assistive Devices (for Disabled), Communication Aids (for Disabled), \*Disabilities, \*Financial Support, Legislation, Mobility Aids, Sensory Aids, State Government, State Programs, \*Taxes, \*Technology

Identifiers—\*Sales Taxes, \*Tax Exemptions

This paper examines issues involved in identifying and securing sales tax exemptions to curtail the potential negative impact of state sales taxes on assistive technology. Chapter I discusses the nature of sales taxes, including their definition, their impact, their structure and administration, and the sources of exemptions. Chapter II considers the provisions states have made for eliminating sales tax on the purchase of assistive devices in certain disability groups, including vision, hearing, mobility, and communication. Chapter III evaluates other options for eliminating sales tax, such as federal preclusion, having rehabilitation engineering centers pass on their tax exemptions to disabled consumers of equipment, strengthening the secondary market, exempting custom software, exempting tax on assistive technology services, and using out-of-state sales. Chapter IV presents a state-by-state analysis of the status of assistive technology exemptions, along with recommended courses of action. The paper concludes with general legislative and administrative recommendations. Tables appended to the paper list state sales tax law citations, sales tax administration agencies, recently enacted exemptions illustrating local economic or social concerns, vehicle exemptions by state, and other items. A total of 103 reference notes are appended. (JDD)

ED 348 837 EC 301 462

Ward, Carolyn

Subsidy Programs for Assistive Devices.

Electronic Industries Foundation, Washington, DC. Rehabilitation Engineering Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Sep 89

Contract—H133E80029

Note—40p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Assistive Devices (for Disabled), \*Disabilities, \*Financial Support, \*Grants, Manufacturing Industry, \*Models, Private Agencies, Program Descriptions, Program Implementation, Purchasing, \*Technology, Voluntary Agencies

This paper examines the use of subsidy programs as a payment strategy for assistive devices for individuals with disabilities. The paper defines subsidies, classifies and describes these programs, and identifies commonalities and differences among varied models. Program models include: (1) competitive subsidies offered by private, nonprofit organizations; (2) competitive subsidies to institutions offered by assistive device manufacturers; (3) subsidies offered through the collaborative efforts of business and voluntary organizations; (4) rebates on equipment that enable individuals to obtain a particular product or product line; (5) discounts on telecommunications devices and services; and (6) special events where manufacturers offer discounts. Obstacles to program development, implementation, and evaluation are discussed. The paper also covers philosophical issues raised by providing subsidies to persons with disabilities, and concludes with a consideration of the impact that subsidies have on consumers who receive them. (JDD)

FL

ED 348 838

FL 020 118

Montes, Yara G.

Español para Hotelería y Turismo = Spanish for Travel and Tourism.

Hawaii Univ., Manoa. Second Language Teaching and Curriculum Center.

Pub Date—92

Note—473p.; Best copy available. Broken/filled print will not copy adequately on paper.

Available from—University of Hawaii, Department of European Languages and Literature, Moore 483, 1890 East-West Road, Honolulu, HI 96822.

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Grammar, \*Second Language Learning, \*Spanish, \*Tourism, Transportation, \*Travel, Vocabulary

Identifiers—Authentic Materials

This beginning through advanced Spanish text includes grammar explanations, readings, and exercises with the emphasis on situations involving travel and tourism. The introductory lesson covers the Spanish language, the importance of Spanish in the United States, the Spanish alphabet, pronunciation, capitalization, punctuation, syllabification, linking, useful expressions, minidiálogos, and cognates. Subsequent lessons incorporate specific grammar rules and vocabulary drills in the context of information about such things as the Honolulu airport, traveling to Washington and Chicago, the Metropolitan Museum, a New York City hotel, the train station, automobile travel, and restaurant dining. Many authentic materials are included. (LB)

ED 348 839 FL 020 383

Key, Mary Ritchie

A Semantic Frame Work Reconstructed from Comparative Linguistics.

Pub Date—88

Note—6p.; In: Proceedings of the International Colloquium on Functional Linguistics (13th, Corfu, Greece, August 24-29, 1986), p.211-215.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, \*Contrastive Linguistics, \*Diachronic Linguistics, Interpersonal Communication, \*Language Patterns, \*Linguistic Theory, Morphology (Languages), \*Semantics

A theory of semantics focusing on relationships between meaning and sound patterns in language evolution is proposed. Using cognate sets from traditional comparative studies of closely-related languages in well-defined language families, the theory addresses the use and shifting of language components. The theory begins with the ego attempting to make sense of the environment by naming, organizing both abstract and concrete elements into manageable categories. The first human frame of reference is of body in relation to environment: bodily parts and natural elements. Cognate sets in comparative studies often relate to space and object shapes as seen in space. Primitive morphemes can also be classified by composition: much vocabulary relates to natural elements of earth, air, fire, and water. Certain sounds are basic, unchanging from language to language throughout history; similarly, certain meanings based on primitive elements and needs are stable across time. Proliferation of vocabulary results from derivations of primordial meanings. With societal change, identification of primordial morphemes may be lost. However, studying direction of change in derivational meanings can give insight into human nature and categories, and cognitive processes. In sum, primitive morphemes are particles scattered through the semantic system of a single language and, in time, all derived languages. (MSE)

ED 348 840 FL 020 441

Meara, Paul, Ed.

Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1.

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-0-948003-16-2

Pub Date—86

Note—121p.; For individual papers, see FL 020 442-450.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Applied Linguistics, Counselor Cli-

ent Relationship, English (Second Language), Family Planning, Feedback, Foreign Countries, Grading, Language Aptitude, Language Patterns, Language Research, \*Linguistic Theory, Listening, Mental Retardation, \*Oral Language, Second Language Instruction, Second Language Learning, \*Second Languages, \*Self Expression, Student Evaluation, Teacher Student Relationship, Transfer of Training, Written Language

Selected papers from the annual meeting of the British Association for Applied Linguistics include the following: "The Scope of Applied Linguistics" (a brief introduction by Paul Meara); "Grading and Professionalism in ELT (English Language Teaching)" (Gillian Brown); "The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language" (Elaine Tarone); "Language Production-Language Contact: The Significance of Learners' Speech" (Hans Dechert); "Towards an Alternative Model of Second Language Learning" (Jill Bourne); "Interpretations and Explanations in Discourse: Modes of Advising in Family Planning" (C. Candlin, J. Lucas); "Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child" (Susan Edwards); "Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations" (Liz Hamp-Lyons); "Conversation as Listening Material: The Prosodic Bases of Difficulty" (Catherine Johns-Lewis); "Where Does Language Aptitude Come From?" (Peter Skehan); and "As Teacher, As Learner" (Olivia Farrington). (MSE)

ED 348 841 FL 020 442

Brown, Gillian

Grading and Professionalism in ELT.

Pub Date—86

Note—13p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, \*Communicative Competence (Languages), Curriculum Design, \*Difficulty Level, \*English (Second Language), Foreign Countries, \*Language Teachers, \*Oral Language, Second Language Instruction, \*Teacher Role

As second language teaching moves away from traditional graded exercises to instruction in which communicative competence is the primary focus, exercises have become practice- and task-based, and systematic grading and diagnostic testing have disappeared. Students are sometimes being asked to perform tasks with which they would have difficulty in their own language. At the same time, the notion that the teacher can construct exercises based on theoretical principles to help with specific student skill deficiencies has been lost. However, in English language teaching (ELT) as in other disciplines, the teacher's role should be to influence learning. If the profession is shifting to a paradigm based on students cooperating in performing tasks, the tasks should be organized according to conceptual and technical difficulty. It is essential that teachers have a clear understanding of what success in a particular task consists of, including the ability to break the task down into component parts and then construct simple and intermediate versions of the same tasks so students having difficulty can make progress within a truly graded syllabus. It is time that instructional materials writers and teachers took a more professional view of this important area of methodology. A brief bibliography is included. (MSE)

ED 348 842 FL 020 443

Tarone, Elaine

"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language.

Pub Date—86

Note—14p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports - Evaluative (142) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, \*Communicative Competence (Languages), \*English (Second Language), \*Oral Language, Second Language Instruction, \*Second Languages

RJE JAN 1993



## Identifiers—\*Strategic Competence (Languages)

The distinction between grammatical, sociolinguistic, and strategic competence as components of communicative competence is useful for helping students develop spoken language skills in English-as-a-Second-Language (ESL) instruction. When individual speakers demonstrate strategic competence, they will use a range of expressions based on: (1) the speaker's linguistic knowledge; (2) the speaker's knowledge of the world; and (3) the speaker's assessment of the listener's linguistic and world knowledge. Native speakers and non-native speakers will differ in the degree of specificity or detail they require to encode the message. Teachers can learn more about the effective use of communication strategies by observing which ones native speakers select and how they use them. They can then use this knowledge to choose classroom activities likely to promote development of strategic competence. This could include providing specific elicitation materials and avoiding open topics for oral communication (e.g., "What did you do on vacation?"); creating situations for natural interaction; providing core vocabulary useful for the strategies of circumlocution and approximation; and requiring students to assess the success of various strategies. A brief bibliography is included. (MSE)

ED 348 843 FL 020 444

Dechert, Hans  
Language Production—Language Contact: The Significance of Learners' Speech.

Pub Date—86

Note—10p; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cartoons, Case Studies, \*Communicative Competence (Languages), Discourse Analysis, English (Second Language), Foreign Countries, German, \*Learning Processes, \*Oral Language, Second Language Learning, \*Second Languages, \*Story Telling, Stress Variables, \*Vocabulary Development

A study of German-speaking learners of English as a Second Language observed students telling a story, in English, based on an eight-frame cartoon provided to them. The cartoon had a surprising conclusion whose understanding required careful observation early on, creating a cognitive stress affecting language processing. It was found that in addition to this task stress, the students identified with a character or characters, and this perspective confounded the linguistic findings. However, the story told successfully by one subject allows analysis of temporal variables in the retelling, attention to details, vocabulary deficiencies, native language interference (fossilizations and transfers), and use of reliable phrases. It is concluded that while the processing of a second language is related to linguistic and metalinguistic knowledge acquired in the native language, the real issue in advanced second language processing is the availability of lexicon, particularly of proceduralized linguistic units (words, collocations, and formulas) readily accessible to the speaker can afford to search for and retrieve other linguistic knowledge. A brief bibliography is included. (MSE)

ED 348 844 FL 020 445

Bourne, Jill  
Towards an Alternative Model of Second Language Learning.

Pub Date—86

Note—13p; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports—Evaluative (142)—Opinion Papers (120)—Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, Language Research, \*Linguistic Theory, \*Oral Language, Psycholinguistics, Second Language Learning, \*Second Languages, \*Sociocultural Patterns

A discussion of classroom second language learning focuses on whether or not the concept of natural development in a target language is an appropriate perspective. It is argued that the current psycholinguistic framework for such research should be replaced by the perspective that language learning is a social and contextual, not maturational, process. The description of one classroom in which young learners of English as a Second Language

come from many linguistic and cultural backgrounds is used to illustrate this contention. It is proposed that this social approach to language development is supported by recent research on cognitive development, which finds that the latter is an interactive and not an isolated psychological phenomenon. Therefore, language development is an intermental social process, closely connected with the development of thought but also closely connected with cultural processes and practices of society. A 26-item bibliography is included. (MSE)

ED 348 845 FL 020 446

Candlin, C. Lucas, J.  
Interpretations and Explanations in Discourse: Modes of Advising in Family Planning.

Pub Date—86

Note—15p; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, \*Counselor Client Relationship, \*Counselor Role, Counselor Training, Discourse Analysis, \*Family Planning, Foreign Countries, \*Information Seeking, \*Interpersonal Communication, Interviews, Language Patterns, \*Oral Language, Questioning Techniques

A study investigates the roles and frames of reference of a family planning counselor as she offers information and counsel to her client and examines the implications for the training of counselors. First, the ideology of family planning counseling is discussed, focusing on the counselor's need to find an appropriate place on the counseling continuum between (1) intervention and (2) preservation of freedom of choice. The roles of counselor and client are then examined in this context. Areas of concern in the counselor-client interaction and procedures for interpreting them are outlined. The counselor's efforts to negotiate place on the counseling continuum are analyzed, using excerpts of an interview in which the relationship of smoking and contraception is the topic. Specific advising strategies are noted. It is proposed that the information gathered can be used to instruct counselors in strategies for shifting the counseling frame of reference along the continuum, through development of training models and instructional and assessment materials. A brief bibliography is included. (MSE)

ED 348 846 FL 020 447

Edwards, Susan  
Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child.

Pub Date—86

Note—10p; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, Discourse Analysis, \*Feedback, Foreign Countries, \*Interpersonal Communication, \*Mental Retardation, \*Oral Language, \*Parent Child Relationship, \*Teacher Student Relationship, Young Children

A study investigated differences in the conversational interactions between a 4-year-old with severe mental retardation and his mother and teachers. Teacher-child and mother-child dyads were recorded over a period of a year, transcribed, and analyzed for adult acknowledgements of the child's efforts at speech. Eight categories of acknowledgement were considered, including: affirmations; expansions; interpretations; comments; queries; imitations; denials; and corrections. Results indicate variation in acknowledgement types and usage across sessions and across individuals, but generally fewer differences between teacher and mother behavior than anticipated. It is concluded that differences may be attributed to normal variation of interaction in any one session. Affirmations were the most commonly used acknowledgements, and interpretations were the second most frequently used. A 24-item bibliography is included. (MSE)

ED 348 847 FL 020 448

Hamp-Lyons, Liz  
Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations.

Pub Date—86

Note—14p; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, \*English (Second Language), English for Academic Purposes, Foreign Countries, Graduate Students, Interrater Reliability, \*Language Patterns, Rhetoric, Second Languages, \*Transfer of Training, \*Writing Evaluation, \*Writing Instruction, \*Written Language

A study investigated whether transfer from native to second language in writing occurs, and if so, whether the different rhetorical structures that student writers from other cultures bring to the task of writing in English affect their writing in ways that may affect the grades assigned by experienced raters. To do so, the processes used by essay raters in responding to writing products were analyzed. Four raters evaluated 20 academic essays written by non-native graduate students of various language backgrounds at the University of Edinburgh (Scotland), and commented on the features of the writing leading to their assessments. Excerpts of the comments for five papers are presented. It is suggested that there is enough evidence in these comments to warrant further research on the significance of language transfer on writing assessment, on the interlinguistic differences in transfer, and on techniques of writing instruction to address this issue. A 37-item bibliography is included. (MSE)

ED 348 848 FL 020 449

Johns-Lewis, Catherine  
Conversation as Listening Material: The Prosodic Bases of Difficulty.

Pub Date—86

Note—11p; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Difficulty Level, Foreign Countries, Individual Differences, Instructional Materials, \*Language Patterns, \*Language Styles, \*Language Variation, \*Listening Comprehension, \*Oral Language, Prose, Second Language Instruction, Skill Development

A study investigated differences in discourse styles that may affect second language listening comprehension. Ten amateur actors performed three speaking tasks: (1) reading aloud a short self-contained narrative; (2) acting out a memorized script; and (3) conversing with the researcher for 20-30 minutes. Excerpts of the recorded tasks in different discourse modes were analyzed for fundamental frequency, speech burst duration, duration of silence between speech bursts, and proportion of time devoted to speech. Results were compared for the discourse types. Analysis of the results for two variables (fundamental frequency and silence duration) found some significant differences between the discourse styles, with acting highest and conversation lowest in fundamental frequency. Acting showed the greatest amount of fluctuation around the mean fundamental frequency value (i.e., use of potential pitch range), and conversation the least. Duration of silences was also greatest in acting and shortest in conversation. Speech articulation occupied the greatest amount of time in conversation and the least in acting. Findings suggest that contrasting discourse styles or genres do have distinctive prosodic characteristics, and that conversational material is likely to be more difficult to comprehend than other discourse types, making careful selection and ordering of these materials essential. A 26-item bibliography is included. (MSE)

ED 348 849 FL 020 450

Skehan, Peter  
Where Does Language Aptitude Come From?

Pub Date—86

Note—18p; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aptitude Tests, Comparative Analysis, Foreign Countries, \*Language Acquisition,

\*Language Aptitude, Language Skills, Longitudinal Studies, \*Oral Language, Predictor Variables, Secondary Education, Secondary School Students, Second Language Learning, \*Second Languages, Testing

A British longitudinal study of language acquisition was followed up for further information on the relationship between language acquisition, language aptitude, and second language learning. One of the original cohorts ( $n=23$ ), now in secondary school, was originally studied for native language learning achievement and was now being studied for foreign language aptitude and foreign language achievement with a variety of indices. It was found that the structural/syntactic first-language measures often had significant correlations with second language aptitude, the test-based measures of first-language development were most predictive, there were strong relationships between subjects' family background and aptitude, and structural correlations between first-language development and language aptitude did not necessarily extend to second-language achievement but varied significantly in their correlations. Conclusions and implications for aptitude testing are discussed. A 24-item bibliography is included. (MSE)

**ED 348 850** FL 020 470

Terry, Robert M., Ed.

Acting on Priorities: A Commitment to Excellence.

Dimension: Languages '90.

Southern Conference on Language Teaching.

Pub Date—91

Note—146p; For individual papers, see FL 020 471-478.

Available from—Southern Conference on Language Teaching, Valdosta State College, Valdosta, GA 31698 (\$9.95 plus postage).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Careers, Class Activities, Classroom Techniques, \*Curriculum Design, Difficulty Level, Directories, Elementary Secondary Education, Evaluation Methods, FLES, Foreign Countries, French, Higher Education, Immersion Programs, Instructional Materials, Internship Programs, Language Teachers, \*Language Tests, Listening Skills, Program Descriptions, Program Evaluation, \*Second Language Instruction, Second Languages, \*Teacher Education, Test Construction, Testing, Theory Practice Relationship, World Literature, Writing Tests

Identifiers—\*Authentic Materials, Canada

Selected papers from the conference address four priorities in second language teaching: teacher education; instruction; curriculum; and testing. Papers include: "Listening Processes and Authentic Texts" (Donna Reseigh Long); "Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report" (Christine Uber Grosse, David P. Benseler); "Classroom Activities: Increase the Challenge" (Claudette Cote-Moran); "FLES Program Evaluation: Rationale and Procedural Design" (Audrey L. Heining-Boynton); "An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills" (Lynn P. Bryan); "Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom" (Stanley A. Cyrus, June M. Legge); "Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada" (Adel Safty); and "Creative Written Testing" (Kathleen G. Boykin). (MSE)

**ED 348 851** FL 020 471

Long, Donna Reseigh

Listening Processes and Authentic Texts.

Pub Date—91

Note—23p; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cognitive Processes, College Students, Higher Education, Instructional Materials, \*Learning Strategies, \*Listening Comprehension, \*Listening Skills, Metacognition, Notetaking, Prior Learning, Second Language Instruction, \*Second Languages, Spanish, Student Attitudes, Videotape Recordings, Vocabulary

Identifiers—\*Authentic Materials

A study investigated what conscious listening strategies second language learners use when listening to authentic texts. Subjects were six college stu-

dents of intermediate Spanish. They listened to three authentic audio and three authentic video texts. The introspective commentaries of the subjects on one of the video texts are discussed here. Subjects viewed the tape as much as desired and were allowed to take notes, while listening for details to answer five specific questions. They were advised to think about and comment on how they were processing information. Responses are analyzed for each question separately, focusing on the types of processing used by each student. It was found that the subjects used a variety of strategies for comprehending the text and answering detail questions, including paying continuous attention, previewing, recognizing key words, using background knowledge, taking advantage of text length to absorb content, using pauses to think about what they had heard, focusing on redundancy, and taking notes. It is concluded that the attention, motivation, and comprehension associated here with use of authentic videos indicates little harm and much advantage in their use in the second language classroom. A brief bibliography is included. (MSE)

**ED 348 852** FL 020 472

Grosse, Christine Uber Benseler, David P.

Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report.

Pub Date—91

Note—20p; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Directories, Elementary Secondary Education, Higher Education, \*Language Teachers, National Surveys, Program Descriptions, Second Language Instruction, \*Second Languages, \*Teacher Certification, \*Teacher Education Programs, \*Teacher Supply and Demand

The status of a directory of foreign language teacher education programs is reported. The directory's development was undertaken in response to a shortage in language teachers and as an aid to potential language teachers' in their searches for appropriate training programs. The report reviews the disparate sources of information about programs that have been available and comments on the lack of coordinated efforts to disseminate information. A description of the forthcoming directory follows, outlining its proposed content and the process of its preparation. Preliminary findings are also summarized. These include a tabulation of state-approved institutions with foreign language teacher education programs and an examination of trends and patterns in state teacher certification. The report concludes with a brief discussion of the implications of the project for addressing the teacher shortage. A brief bibliography is included. (MSE)

**ED 348 853** FL 020 473

Cote-Moran, Claudette

Classroom Activities: Increase the Challenge.

Pub Date—91

Note—16p; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Activities, Classroom Techniques, \*Cultural Awareness, Difficulty Level, \*Games, \*Grammar, \*Interpersonal Communication, Puzzles, Second Language Instruction, \*Second Languages, Small Group Instruction, Student Motivation, \*Vocabulary Development

Four classroom activities for second language learning are described. They include games and other exercises designed to enhance vocabulary development, review grammatical structures, encourage conversation on a variety of topics, and introduce cultural elements into instruction. All use materials that are readily available, and all are intended for use in either small groups (two to four students) or large groups (the entire class divided into two teams). For each activity, required materials, preparations, object of the game, specific procedures, and additional applications or adaptations are provided. The first, modeled after the game of snakes and ladders, is designed to help students use and synthesize content material. The second, using the principle of the game of checkers, can be used

to review information about two countries. The third, played like tic-tac-toe, five-in-a-row, is a fast-paced activity designed to review and reinforce vocabulary and grammatical structures otherwise seen by students as tedious and boring. The fourth is a puzzle using fairy tales dissected into sentences, intended to reinforce basic vocabulary and to enhance learning through contextual meaning and repetitive use of the language. (MSE)

**ED 348 854** FL 020 474

Heining-Boynton, Audrey L.

FLES Program Evaluation: Rationale and Procedural Design.

Pub Date—91

Note—16p; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accountability, Elementary Education, Evaluation Criteria, Evaluation Methods, \*Evaluation Needs, Feedback, \*FLES, Formative Evaluation, \*Program Evaluation, Second Language Instruction, \*Second Language Programs, Summative Evaluation

Evaluation of foreign languages in the elementary school (FLES) programs is needed to provide feedback (descriptive data about a school's offerings) and accountability (program accomplishments). Thorough program evaluation verifies both a district's thoughtful, written philosophy of foreign language education and local goals. Some FLES program evaluation instruments have already been developed. If schools decide to create their own instruments, they need to first provide for both formative and summative assessment, then consider these issues in evaluation design: focus of the evaluation; evaluation model; information collection; data analysis and interpretation; data management; and evaluation of the instrument itself. Evaluators must inform educators that it will produce descriptive program information and documentation, to minimize intimidation, and data collection should be as streamlined as possible. Each district must determine the most appropriate way to analyze and interpret its program evaluation data. A FLES teacher or supervisor should coordinate the effort, and the instrument should be reviewed annually to learn if it is reporting and measuring what is intended. Results should be made known first among teachers, curricular and program improvement should be encouraged, and outcomes should be disseminated to the community. A brief bibliography is included. (MSE)

**ED 348 855** FL 020 475

Bryan, Lynn P.

An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills.

Pub Date—91

Note—12p; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Exploration, Higher Education, Instructional Materials, \*Internship Programs, Language Teachers, Program Descriptions, Program Design, \*Resource Materials, Second Language Instruction, \*Second Languages, Teacher Education, Teacher Role, Work Experience

Identifiers—\*Macon College GA

Foreign language teachers must do some career counseling if their students are to be informed about the choice of profession and application of foreign language skills and knowledge. Because most teachers do not have time or resources to do full-scale counseling, Macon College (Georgia) has instituted an internship program for foreign language students to address the problem. The program is adapted from one that is business- and experience-oriented and provides about 140 hours of on-the-job experience. Students use the experience to (1) research and develop a project about the job market and positions in which foreign language skills are essential or desirable, do a project directly related to their own interests, or work in the foreign language program; and (2) review and practice language skills already acquired while adding others. Materials are provided for internship students going into teaching

and researching other professions. These include career-specific, language-related, and cultural or cross-cultural materials. During its brief history, student projects have reflected interest in a variety of fields. Students keep a log of their activities and readings. Students have responded positively to the experience. While the program adds some responsibilities for the supervising teacher, it can also help reaffirm teacher commitment to foreign language mastery. (MSE)

**ED 348 856** FL 020 476

Cyrus, Stanley A. Legge, June M.  
**Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom.**

Pub Date—91

Note—13p; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

Pub Type—Reports - Evaluative (142) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Black History, \*Black Literature, \*Cultural Awareness, Cultural Pluralism, Ethnic Groups, \*Literary History, Literature Appreciation, Novels, Reading Materials, Second Language Instruction, \*Second Languages, \*Spanish, Spanish Literature, \*World Literature

Identifiers—\*Afro Hispanics

Millions of people of African descent in Spanish-speaking countries are commonly omitted from the cultural, literary, and linguistic content of Spanish classes. Afro-Spanish literature can be integrated into the Spanish curriculum from the first year. This literature is not easily defined, but does reflect and aid in understanding the black experience in Latin America. It has the important traits of: (1) romanticism, modernism, and negrism combined in a synthetic core; (2) advocacy and affirmation of the experience it reflects; (3) concern for fraternity transcending ethnic groups; (4) satirical tone; (5) emphasis on nature's beauty; (6) kinesthetic emphasis, as on dance; (7) romantic sentimentalism; and (8) rhythms, patterns, and other elements of African language. A chronological approach to the study of the literature enables the student to see developments over time as they affect black Latin Americans. The novel is a good source of outstanding Afro-Hispanic work; several are suggested. Incorporation of Afro-Hispanic literature into the Spanish curriculum can help provide both a more pluralistic outlook and better cultural understanding. A brief bibliography is included. (MSE)

**ED 348 857** FL 020 477

Safly, Adel  
**Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada.**

Pub Date—91

Note—19p; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age Differences, Communicative Competence (Languages), Cultural Awareness, Educational Environment, Elementary Secondary Education, Foreign Countries, \*French, \*Immersion Programs, Instructional Effectiveness, Program Descriptions, Second Language Instruction, \*Second Languages, \*Theory Practice Relationship

Identifiers—\*Canada, French Language Schools, \*Quebec (Montreal)

The French immersion experience in Montreal, since its inception in 1965, is considered highly successful. Despite critics who note that its results fall short of perfect bilingualism, French immersion has achieved what it set out to accomplish: functional bilingual competencies. In doing so, French immersion has challenged many assumptions about bilingualism through validation of several sociolinguistic and linguistic principles: that (1) a second language can be learned effectively if an approximation of the natural imitative environment in which the first language was learned can be created at school; (2) a second language is more easily learned when children are exposed to it in a sustained fashion from an early age; (3) because the principal function of language is communication, language learning should

mean learning how to use the language for communicative purposes; and (4) a second language, like a first language, can be learned effectively if presented in the context of meaningful and relevant content. As a result, language can no longer be considered a collection of incomprehensible foreign codes but more generally perceived as tools of functional communication and creative expression. In addition, language is no longer a window through which culture is viewed, but provides opportunities for participation. A brief bibliography is included. (MSE)

**ED 348 858** FL 020 478

Boykin, Kathleen G.  
**Creative Written Testing.**

Pub Date—91

Note—19p; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

Pub Type—Reports - Evaluative (142) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Creativity, \*Language Proficiency, \*Language Tests, Second Language Instruction, \*Second Languages, \*Test Construction, Test Format, Testing, \*Writing Tests

By being creative in preparing tests and by allowing creativity on the part of students, language teachers can incorporate many of the principles associated with proficiency-oriented instruction into a traditional test format. Such test strategies are based on the following: (1) testing in context is better than testing with a series of unrelated discrete items; (2) students prefer familiar contexts; (3) vocabulary assessment without lists of words to be translated is preferable; and (4) students respond well to visual stimuli. Teachers can make use of both visual and linguistic creativity in testing. Pictures can be used to test vocabulary through labeling, drawing and labeling, drawing and describing, drawing what is described, and responding to pictures with comparison, creation of dialogue, ordering of scenes, and extrapolation from a situation. Linguistic creativity can be tapped through student narratives and sentence completion exercises. For this approach to be successful, the teacher must give explicit directions and assure students that artistic ability is not graded. The approach is suitable when only a written test is desired, and is suitable for large classes. Visual stimuli are particularly appropriate for more elementary skills levels. A brief bibliography is included. (MSE)

**ED 348 859** FL 020 518

Griffie, Dale T.  
**A Study of Will and Going To in Plans and Predictions.**

Pub Date—[92]

Note—20p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, English, \*English (Second Language), Foreign Countries, Japanese, \*Language Patterns, Native Speakers, \*Planning, \*Prediction, Sentence Structure, Uncommonly Taught Languages, \*Verbs

The speech of five native English-speakers and five native Japanese-speaking learners of English as a Second Language was analyzed for use of "will" and "going to" in certain contexts. Subjects were asked to tell their summer plans and to express their expectations of changes in Japan and the United States in the next few years. Results indicate that in discussing immediate plans, both native speakers (NS) and non-native speakers (NNS) prefer "will" over "going to," with NS using the "I'll" contraction at times and the NNS not using it at all. No instances of negative forms of the two expressions were found. In making predictions, NS used "going to" far more than "will," while NNS used "will" infrequently and "going to" not at all. Evidence supporting the plausibility of a future action and its relationship to the choice of form used was also examined in both contexts. It is concluded that two claims made previously about the choice to use "will" and "going to" are either inconclusive or unsubstantiated by this study. Areas for future research are outlined. A brief bibliography is included. The conversations are provided in four appendixes. (MSE)

**ED 348 860** FL 020 532

Chyu, Chi-oy W.  
**Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach.**

Pub Date—25 Oct 91

Note—9p; Paper presented at the Annual Meeting of the Northeastern Region of the Association for the Education of Teachers in Science (New York, NY, October 25, 1991).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Achievement Gains, Classroom Techniques, \*English (Second Language), Instructional Effectiveness, Junior High Schools, Junior High School Students, Learning Motivation, \*Limited English Speaking, \*Mathematics Instruction, \*Science Instruction, Self Esteem, \*Spiral Curriculum

Identifiers—\*Nested Spiral Approach

The Nested Spiral Approach (NSA) is a teaching technique designed for students of limited English proficiency that integrates four aspects of motivated learning: contents, language, culture, and real life experiences. The approach consists of: (1) effective use of student strengths; (2) three teaching cycles for each lesson; and (3) five steps in each cycle. Preliminary use of NSA to teach mathematics at the junior high school level has been successful, raising achievement in both the subject area and English language skills and promoting self-esteem, confidence, and learning motivation. The technique can also be used in science instruction. The three instruction cycles (basic, intermediate, advanced) emphasize subject matter learning with opportunities to learn from different perspectives. Each cycle or level is correlated with an area of English language proficiency (vocabulary; grammar and simple sentence structure; and science reading comprehension, respectively). The five steps of preview, exploration, discussion, exercise, and review are carried out in each cycle, fostering critical thinking, planning, predicting, interpreting, and evaluating skills while imparting science content. A brief description of the cycles and related class activities illustrates the suggested approach. A brief bibliography is included. (MSE)

**ED 348 861** FL 020 533

Wigglesworth, Pierre Giles  
**Lessons on Ancient China for LEP Adolescents.**

Pub Date—May 92

Note—172p; M.A. Thesis, Biola University.

Pub Type—Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, \*Ancient History, Case Studies, Classroom Techniques, Cooperative Learning, \*Foreign Countries, Grade 6, Instructional Effectiveness, Instructional Materials, Intermediate Grades, Lesson Plans, \*Limited English Speaking, Material Development, Program Design, \*Social Studies, Teacher Education, Teaching Methods, Units of Study

Identifiers—\*China, Sheltered English

A unit in a Glendale, California sixth grade social studies curriculum is presented as a model for addressing two problems in the instruction of the growing population of limited English-proficient (LEP) students: (1) inadequate teacher training; and (2) shortage of appropriate, effective instructional materials. For the curriculum segment on Chinese civilization, six mandated objectives were used as the basis for six lesson plans. Methodological considerations are also discussed in some detail, focusing on the value of the sheltered approach to instruction of LEP students, specific instructional techniques for this approach, and the use of cooperative learning techniques and projects. Case studies illustrating the effectiveness of cooperative learning with Japanese-speaking and Hispanic students are offered. A 45-item bibliography is included. Appended materials include Glendale Unified School District data on enrollment and language background, district handbook notes on stages of language acquisition, and the six lesson plans and related instructional materials. (MSE)

**ED 348 862** FL 020 543

Paulsell, Patricia R.  
**Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm.**

Pub Date—Mar 92

Note—11p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) —



## Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Business Administration Education, \*Business Communication, Cultural Awareness, Cultural Differences, \*Discourse Analysis, Economics, \*German, Higher Education, International Communication, Language Research, \*Languages for Special Purposes, \*Linguistic Theory, \*Sociolinguistics

A brief overview of discourse analysis is presented, followed by: (1) a description of cross-cultural discourse analysis; (2) an explanation of how cross-cultural discourse analysis applies to language for special purposes (LSP) in general; and (3) a discussion of selected areas for ongoing and future research areas. Emphasis is on discourse analysis as the study of language in context, as it is used in actual textual settings and the impact of context upon the production of texts. The role of the socio-cultural environment of the writer and reader must be taken into account. Some research issues being investigated at Michigan State University that have been raised by the application of cross-cultural discourse analysis to both written and spoken texts from the realms of German business and economics are noted. The results will serve as the basis for a set of materials for teaching German for Business and Economics to American students. (LB)

**ED 348 863**

FL 020 550

Shockey, Karen

**Bilingual Education: A Resource Guide for Educators and Administrators.**

Pub Date—91

Note—44p.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Bilingual Education, Bilingual Education Programs, \*Databases, Elementary Secondary Education, Federal Legislation, Government Publications, Information Seeking, \*Information Sources, \*Limited English Speaking, \*Program Administration, Public Agencies, \*Scholarly Journals, State Legislation

Identifiers—\*ERIC, ERIC Document Reproduction Service

The guide is designed to introduce elementary and secondary school teachers and administrators to government documents and their use, provide background on the issue of bilingual education, and list relevant documents and publications as a basis for constructing educational programs for limited English-proficient students. The first major section offers an introduction to government sources of information, explaining the depository library system, methods of locating information, and the Government Printing Office (GPO). The second section defines bilingual education and chronicles its legislative history in the United States. Section 3 is a listing of resources, not all government publications, in four categories including: (1) sources for background readings; (2) sources of facts and data; (3) background and primary sources concerning federal legislation; and (4) background and primary sources concerning New York State legislation. A list of acronyms and abbreviations relating to bilingual education and legislation is included. Appended materials include: a list of public agency names and addresses; descriptions of databases, indexes, and abstracts; a list of journals of interest; notes on the ERIC (Educational Resources Information Center) Document Reproduction Service and price codes; a sample document resume from "Resources in Education"; notes on ordering from "Resources in Education"; and a sample entry from GPO's "Monthly Catalog." (MSE)

**ED 348 864**

FL 020 551

Halliwell, Susan Jones, Barry

**On Target: Teaching in the Target Language. Pathfinder 5. A CLT Series for Language Teachers.**

Centre for Information on Language Teaching and Research, London (England).  
Report No.—ISBN-0-948003-54-5

Pub Date—91

Note—42p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Classroom Communication, Classroom Techniques, Difficulty Level, Foreign Countries, Inservice Teacher Education, \*Second Language Instruction, \*Second Languages, Teaching Methods, Workshops

The guide is designed to illustrate how it is realistic

and possible to teach in a target foreign language, propose effective instructional strategies and techniques, and offer suggestions for inservice teacher workshops on the approach. It is proposed that language students need to experience the target language as a real means of communication, have a chance to develop their own built-in learning system, and bridge the gap between controlled, secure classroom practice and the unpredictability of real language encounters. The guide begins with a discussion of teacher concerns about teaching in the target language, sources of meaning other than verbal in communication, classroom techniques for providing messages without use of language, and providing messages using limited language. The second section offers specific strategies for implementation in the classroom, including simple instructions and other expressions, techniques for encouraging student participation and satisfaction, and areas in which teachers can cooperate. Specific activities are provided and illustrated. The final section gives ideas for departmental inservice workshops on teaching in the target language, including activities, and recommendations for troubleshooting in classroom communication. (MSE)

**ED 348 865**

FL 020 553

Christina, Barbara

**An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom.**

Pub Date—92

Note—126p.; Ed.D. Practicum Report, Nova University.

Pub Type—Guides - Classroom - Teacher (052) — Dissertations/Theses - Practicum Papers (043)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Classroom Environment, Classroom Techniques, Cooperative Learning, Cultural Awareness, Elementary Education, Elementary School Teachers, \*English (Second Language), Higher Education, High Risk Students, \*Inservice Teacher Education, \*Limited English Speaking, Mainstreaming, Parent Participation, Student Attitudes, \*Student Participation, Teaching Methods

The practicum reported here was designed for elementary school mainstream teachers experiencing difficulty with the instruction of limited English proficient pupils. It presented teaching strategies intended to involve the LEP pupil as an active and successful participant in the mainstream classroom. The training address the following seven topics: styles of classroom arrangement and management; theories of second language acquisition; strategies for keeping LEP students involved; cultural sensitivity and recognition of differences; minority parent involvement; content area comprehension for second language learners; and the potential for LEP students to be at risk of failure. Training was given by consultants experienced in bilingual and English-as-a-Second-Language classroom use. A survey following the training indicates that participants did acquire new skills for working with the LEP student and family and felt increased confidence in their abilities to improve the education of this population, involve parents, and recognize and appreciate cultural differences. Appended materials include the teacher questionnaire, evaluation of the seven component sessions, forms, a press release, a 20-item bibliography, and an outline of the training sessions. (MSE)

**ED 348 866**

FL 020 554

Stowe, Carol Ann

**At Risk—Language Minority Preschool Children.**

Pub Date—Apr 92

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Bilingual Education, Comparative Analysis, Cooperation, Educational Finance, \*English (Second Language), Federal Government, Federal Programs, Financial Support, \*High Risk Students, \*Limited English Speaking, \*Preschool Children, Preschool Education, Program Evaluation, Public Opinion, \*Public Policy

Identifiers—Elementary Secondary Education Act Title VII, \*Language Minorities, Project Head Start

Language minority children (those whose primary

language is other than English) are significantly more likely than their non-minority peers to live in poverty, thereby qualifying for federal Head Start and bilingual education programs. An examination of the policies in these programs focuses on their area of overlap. It begins with an overview of the origins of the programs, the specific federal legislation and policy initiatives for them, the practice and theory underlying each, and public perceptions. A parallel examination of the programs and their policies looks at similarities and differences, weaknesses and strengths, and differences in their funding agencies. It is argued that interagency collaboration and coordination of funding would strengthen both programs and make them more efficient. A 68-item bibliography is included. (MSE)

**ED 348 867**

FL 020 556

Kishimoto, Toshiko

**Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama.**

Pub Date—26 Mar 92

Note—16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 26-28, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Communication, \*Commercial Television, Communicative Competence (Languages), Course Descriptions, \*Cultural Education, Drama, Higher Education, Instructional Materials, \*Japanese, Second Language Instruction, \*Second Languages, Uncommonly Taught Languages

Identifiers—\*Authentic Materials, Clemson University SC, \*Japanese Culture

In a Japanese business communication course taught at Clemson University (South Carolina), Japanese television drama is used to help language students understand the style of Japanese communication and improve their communicative ability. The course design was based on the following: (1) research on Japanese perceptions of the language needs for good communication between foreign workers and their co-workers in Japan; (2) research on Japanese communicative behaviors; and (3) the values placed on the group, hierarchy, and harmony as expressed in the Japanese communicative style. Textbooks were not found to introduce or teach these cultural values because they are most often not expressed verbally. Commercially published audiovisual materials were seen as too unnatural in form and emphasis. A Japanese television drama focusing on business and containing English captions was selected because of its realistic and appropriate content and language, motivating value, and ease of comprehension. The 4.5-hour drama was divided into eight segments, and four strategies were used to study each of those segments. Strategies include presentation and use of vocabulary before viewing; summarizing in Japanese; detailed questioning and discussing; and special related projects. Sample exercises and a brief bibliography are presented. (MSE)

**ED 348 868**

FL 020 557

Sakalauskas, Sandy Jumbou, Jacky

**The INJEP Experience: New Ideas for Technical and Business French Educators.**

Pub Date—Mar 92

Note—9p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Communication, Foreign Countries, \*French, Higher Education, \*International Communication, Languages for Special Purposes, \*Scientific and Technical Information, \*Second Language Learning

Given the need for business people with specialized language skills, this paper first reviews the adequacy of American language classrooms for teaching technical and business French and then reports on one French organization as a resource for educators. L'Institut National de la Jeunesse et de l'Education Populaire (INJEP) promotes the discovery of French culture, including scientific and technical culture, that educators should learn about.

INJEP meets two social needs by promoting seminars on teaching methods to French educators and by promoting a knowledge of French culture to foreigners. As part of the second initiative, INJEP regularly offers an international program on scientific, technical, and business-related French culture. Activities of the Culture Scientifique, Technique et Industrielle are described. Contains 14 references. (LB)

**ED 348 869** FL 020 558

Scott, James Calvert

**Understanding the Perceptions of the British Business Community Regarding Language-Related Matters.**

Pub Date—Mar 92

Note—34p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Business Correspondence, Foreign Countries, \*International Communication, Job Analysis, Language Proficiency, Languages for Special Purposes, \*Letters (Correspondence) Identifiers—\*Great Britain

As the British business community becomes increasingly internationalized, it should show more interest in language-related matters. After a review of the literature, this paper reports on a study of the 100 largest British industrial companies. The conclusions are as follows: (1) a wide variety of British employees are involved in international business correspondence tasks; (2) employees are selected for international business correspondence tasks primarily because of their business-related, not language- and communication-related knowledge, skills, and attitudes; (3) English is the dominant language in outgoing and incoming international business correspondence; (4) about half of the companies use their own employees to translate international business correspondence unless it is highly complex or technical; (5) employees who are fluent for business purposes in a second language would be satisfactorily prepared for international business communication in most companies; and (6) most companies have small proportions of employees who can transact business in two or more languages. Contains 21 references. (Author/LB)

**ED 348 870** FL 020 560

Stock, Janet C.

**Teaching Culture through Advertising.**

Pub Date—Mar 92

Note—11p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Advertising, \*Business Communication, \*Cultural Awareness, Foreign Countries, Higher Education, \*Marketing, \*Mass Media, Second Language Learning, Teaching Methods Identifiers—\*France

Some of the literature on the role of teaching culture in second language instruction is reviewed, with some emphasis on the work of Ortonio and the Kluckhohn model of French culture. One instructor's use of French print and television advertising to teach French culture is described. Values such as intellectuality, traditionalism, and patriotism are cited. The teaching approaches include examining a large number of issues to identify appropriate ads, discussing with the class how advertisers appeal to consumers with both open and covert messages, and sensitizing students to hidden promises of the ads. Small group discussions among the students focus on specific French qualities or values to which the ads appeal. Differences between French and American ads are also discussed. (LB)

**ED 348 871** FL 020 563

Moore, Sarah Jane And Others

**Introducing Chinese into High Schools: The Dodge Initiative.**

Johns Hopkins Univ., Washington, DC. National Foreign Language Center.

Report No.—ISBN-1-880671-01-8

Pub Date—92

Note—149p.

RIE JAN 1993

Available from—National Foreign Language Center at the Johns Hopkins University, 1619 Massachusetts Avenue, N.W., Suite 400, Washington, DC 20036 (\$7.50).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Chinese, Curriculum Design, Educational Policy, High Schools, \*Language Enrollment, National Surveys, \*Private Financial Support, Program Development, Research Methodology, Secondary Education, Second Language Instruction, \*Second Language Programs, Student Characteristics, \*Teacher Education Identifiers—\*Geraldine R Dodge Foundation

A study investigated results of the 1982 Geraldine R. Dodge Foundation initiative to expand teaching of Chinese in high schools. The approach taken was to examine the entire range of elements in the Dodge initiative at 55 schools where projects were funded, drawing from questionnaires, site visits, and interviews. Additional, different questionnaires were sent to 105 schools with Chinese programs not under Dodge funding and to college Chinese professors. The report offers background information on the Dodge program, an overview of the study's design, and extensive summaries of results concerning school and program characteristics, teachers, content of instruction, teaching practices and resources, and student characteristics and attitudes. Findings and recommendations are also reported. It was found that the Dodge strategy included spreading funding broadly across the country, selecting schools with records of high academic achievement, insisting on formal commitment and an approved action plan, supporting development of a new text, organizing summer teacher workshops, and importing native speakers. Recommendations for program emulation and general Chinese language teaching policy issues are noted. Appended materials include an essay on the difficulty of Chinese, a list of states with teacher training programs in Chinese, and 1991 public and private high school enrollments in Chinese. (MSE)

**ED 348 872** FL 020 564

Stansfield, Charles W.

**Testing the Language Proficiency of Bilingual Teachers.**

Pub Date—1 Jun 79

Note—16p; Paper presented at the National Invitational Conference on Implementing the Lau Task Force Remedies. Sponsored by the Coalition of India Controlled Boards.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, \*Bilingual Teachers, Comparative Analysis, Court Litigation, Elementary Secondary Education, Language Proficiency, \*Language Tests, School Responsibility, \*Spanish, \*State Standards, \*Teacher Certification, Testing, Test Selection

Identifiers—\*Colorado, Foreign Service Institute DC, \*Oral Proficiency Testing

As bilingual education emerges after the 1974 Lau decision, the additional need to test the language proficiency of bilingual education teachers is recognized. Examination of possible means of validating language proficiency of bilingual education teacher certification candidates shows several alternatives, some desirable and some not. A review of these measures focuses on the state of Colorado and teacher competence in Spanish. Of five means for testing, the National Teachers' Examination in Spanish, easiest to administer, is least desirable because it measures receptive but not productive language skills and contains some items of questionable validity. The Modern Language Association Spanish Proficiency Test for Teachers and Advanced Students is less secure, more reliable, but still unsatisfactory for this purpose. A third possibility, construction of a new test, would be costly and time-consuming. A fourth option is to leave validation of teachers' proficiency to the universities, but variation in standards would result. The fifth and most highly recommended means is the Foreign Service Institute Oral Proficiency Interview, described in some detail here. It is proposed that Colorado use the test statewide for certification/endorsement of bilingual education teachers and adopt a state standard for proficiency. The experience of other states provides a basis for comparison. (MSE)

**ED 348 873** FL 020 582

Parsons, Robert A.

**The "International Language/Business" Major at a Small Private University: Successes and Naging Concerns.**

Pub Date—Mar 92

Note—15p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Administration Education, Career Planning, Careers, \*College Second Language Programs, \*Curriculum Development, Higher Education, Language Enrollment, \*Majors (Students), Private Colleges, Program Development, \*Second Language Learning, Small Colleges, Universities

Identifiers—University of Scranton PA

A new major at the University of Scranton (Pennsylvania), International Language/Business (IL/B), is described that first accepted students in 1986. This foreign language major of 27 credits, with a concentration in business was modeled on two cooperative programs between the College of Arts and Sciences and the School of Management that were already in place: the Chemistry/Business and Electronics Engineering/Business majors. The IL/B major and other developments in the university have caused foreign language enrollments to flourish in the past several years. The university has seen the establishment of minors and the development of a university-wide advising system. Resulting planning challenges are discussed such as those related to staffing and study abroad. Other issues include a lack of genuine student interest in both foreign language study and business, and university recruiting that is possibly misleading in terms of career options. It is concluded that faculty must continue to identify areas of the IL/B program that can be improved and to reconsider the content of the business component of the major. (LB)

**ED 348 874** FL 020 583

Pederson de Castaneda, Viann

**Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad.**

Pub Date—Mar 92

Note—17p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992). Dot matrix print is of uneven quality.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Administration Education, Case Studies, Curriculum Development, Discovery Learning, Foreign Countries, Higher Education, \*International Communication, Needs Assessment, Participant Satisfaction, Program Evaluation, \*Spanish, Student Journals, \*Study Abroad

Identifiers—Mexico

In this paper the Spanish International Business Program Abroad at Concordia College (Minnesota) is examined. Students in the program live, work, and study in Mexico City (Mexico) for one 4-month semester after completing prerequisite courses in management, accounting, economics, marketing, finance, statistics, Spanish grammar, composition, conversation, Latin American history, and Business Spanish. Pre-travel and re-entry courses are included in the program, and its curricular design is fairly open-ended in order to allow for creative and active experiential learning. The quality of the international experience depends on the degree to which participants can critically reflect on individual action in a cultural context other than their own. The procedures used to document student perceptions (interview, correspondence, journals, etc.) are reviewed and some journal entries are reported. It is concluded that in learner-centered curricula it is important to incorporate student assessments of their own experiences. Contains 9 references. (LB)

**ED 348 875** FL 020 584

Thibault, Pierrette Vincent, Diane

**Un corpus de français parlé. Montréal 84: Historique, méthodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1.** Laval Univ., Quebec (Quebec).

## 68 Document Resumes

Report No.—ISBN-2-9802129-0-3

Pub Date—90

Note—140p.

Language—French

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Comparative Analysis, Data Collection, Diachronic Linguistics, \*French, \*Information Sources, Interviews, Language Research, Longitudinal Studies, \*Native Speakers, \*Oral Language, Phonetic Transcription, Questionnaires, Research Methodology

In 1984, a new corpus of spoken Quebecois French (Canada) was added to the existing data. In developing it, half of the native speakers participating in a 1971 study were re-interviewed, providing previously unavailable data on individual language development. The report describes in detail the sociolinguistic methodology used in developing the corpus. An introductory section chronicles the evolution of the project and describes the study's structure. The second section outlines the data collection procedures and considerations, including demographic characteristics of the respondents. Section three addresses the treatment of data collected, focusing on methods and conventions in transcription, and data management. The fourth section outlines technical aspects of the interview: situation, method, data obtained, review of data obtained in 1971, and the actual encounter. Section five provides a more descriptive summary of the interview process and its results. It is concluded that the study provides both new and unique linguistic and sociolinguistic information. A brief list of references is included. Appended materials include the interview form, participant and interview data, examples of transcription and concordance used, transcription conventions, questionnaires, and bibliographies relating to both the 1971 and 1984 studies. (MSE)

ED 348 876

FL 020 587

Kitao, Kenji

Developing English CBI Programs at Doshisha

University.

Pub Date—92

Note—36p.

Journal Cit.—Doshisha Business Review; v43 n4

p137-70 Jan 1992

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, \*Computer Assisted Instruction, Computers, Course Organization, \*Courseware, Educational Facilities, Educational History, \*English (Second Language), Foreign Countries, Grammar, Higher Education, Instructional Materials, \*Material Development, Program Descriptions, Program Development, Reading Instruction, Second Language Instruction, Student Attitudes, Vocabulary Development, Writing Instruction

Identifiers—\*Doshisha University (Japan), Japan  
Computer-assisted instruction (CAI) has been studied in Japan since about 1963. However, materials for computer-assisted English second language instruction at the college level are not highly developed. A 1985 experiment in CAI at one Japanese university used materials developed by faculty, staff, and students. Instruction using CAI at Doshisha University (Japan) began in 1986 with very limited facilities and time-sharing. Additional funding beginning in 1988 allowed development of facilities, training, and program development. The computer-based instruction (CBI) English grammar program opened in fall 1988 with a typing program and three classes. Commercial software was unavailable, but specialists were brought in to develop courseware. Currently, computers are used for instruction with words (not sounds or visuals), class administration, and individual assistance to students. The classes are gaining in popularity. English courses using CBI include, grammar, reading, writing, listening, and conversation. Students are offered an orientation to the computers. Teachers are trained and provided with instructor manuals. The system works with the Hitachi 2020 computer, which is not networked. The main program types used currently include typing, multiple-choice response, and write-in response. Four major computer-managed instruction programs have also been developed. Review of the materials and methods indicate strengths, potential, and areas for improvement. (MSE)

ED 348 877

FL 020 595

Schleppgeppell, Mary Oxford, Rebecca

Language Learning Strategies for Peace Corps

Volunteers.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Peace Corps, Washington, D.C. Information Collection and Exchange Div.

Pub Date—88

Note—31p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Efficiency, Federal Government, \*Independent Study, \*Languages for Special Purposes, \*Learning Strategies, Memory, Public Agencies, Second Language Learning, \*Second Languages, \*Study Skills, \*Volunteer Training

Identifiers—\*Peace Corps

The handbook, designed for Peace Corps volunteers but adaptable for other adult learners, offers ideas about how to improve one's own language learning through effective learning strategies. The handbook intended as a reference, not a text, for when the learner becomes discouraged with his rate of progress, is progressing well but looking for new and more effective techniques, or simply wants to increase enjoyment. The first chapter answers some of the most common questions about learning foreign languages, presents some basic principles of language learning, and introduces the language learning strategies discussed in greater detail later. The second chapter outlines basic strategies used by successful language learners to manage their learning, such as experimenting with the language, recognizing and learning from errors, evaluating progress, and encouraging oneself. Chapter three describes ways to organize language learning, including setting goals, deciding about skills priorities, keeping a notebook, scheduling learning, and focusing attention. The fourth chapter offers suggestions for improving retention of vocabulary, grammar, and concepts in a new language. The subsequent chapter covers strategies for learning with an instructor and learning independently. The final chapter presents ways to continue learning the language on the job, including job- and task-specific language. (MSE)

ED 348 878

FL 020 597

Lemberger, Nancy

Bilingual Teachers' Voices.

Pub Date—92

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Teachers, Case Studies, Curriculum Design, Educational Change, \*Educational Policy, Elementary Secondary Education, Interviews, Peer Relationship, School Community Relationship, School Role, Spanish Speaking, \*Student Evaluation, \*Teacher Attitudes, Teacher Characteristics, \*Teacher Education, Teacher Role, Transitional Programs

In a study of bilingual education teachers' experiences and perceptions of bilingual education, four female trained, experienced, Spanish-English bilingual primary school teachers were interviewed in depth and observed in class. Semi-structured, open-ended interviews focused on the following: teacher background and experience; experiences with students, colleagues, administrators, and parents; changes in curriculum and policies over time; and experiences in bilingual teacher education. Narrative case studies for each teacher, maintaining her own voice, were created. Cross-case analysis of the narratives revealed similarities and differences and allowed comparison with recent literature. The report describes the study and summarizes major findings in the following areas: effects of teacher background on teaching; need for native language policy commitment and improved evaluation instruments, procedures, and policies; collegial acceptance and institutionalization of bilingual programs; teacher professional judgment and curriculum design; formal and informal teacher education opportunities; the teachers' roles with students; and the bilingual teacher as a community liaison. A 17-item bibliography is included. (MSE)

ED 348 879

FL 020 602

Zhao, Heping

Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition.

Pub Date—Mar 92

Note—18p; Paper presented at the National Teachers of English Annual Conference on Col-

lege Composition and Communication (42nd, Cincinnati, OH, March 19-21, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cultural Awareness, \*English (Second Language), \*Error Patterns, \*Linguistic Theory, \*Prior Learning, Semantics, \*Writing (Composition), Writing Evaluation, Writing Instruction

Identifiers—\*Raskin (Victor)

Victor Raskin's taxonomy of knowledge, based on semantics theory, is adapted and applied to composition in English as a Second Language (ESL). Raskin's classification of knowledge as linguistic and encyclopedic is converted to a continuum from textual to extra-contextual, with contextual knowledge situated between the two. Textual knowledge is that relevant to understanding of grammatical aspects of the language; contextual knowledge means the awareness of inter-sentential relationships and the cumulative impact of all preceding text on cohesion and coherence; and extra-contextual knowledge refers to the elements that exceed lexical definitions, sentential rules, and compositional principles. In ESL composition, the last category of knowledge is about the American people, their social structures, cultures, expectations, values, behaviors, and language use. One ESL student's paragraph-long writing assignment is used to illustrate the three knowledge types. It is concluded that this approach provides some assistance in classifying, examining, and remedying problems commonly found in ESL composition, particularly as students from some cultures and educational backgrounds may be expected to have more or less knowledge in each area. It is emphasized that the three categories of knowledge are not distinct but exist on a continuum. A brief bibliography is included. (MSE)

ED 348 880

FL 020 618

Lems, Kristin

Language Training Reference Manual. Training

Manual T0056.

Peace Corps, Washington, D.C. Information Collection and Exchange Div.

Pub Date—Jul 89

Note—327p.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, \*Cognitive Style, \*Competency Based Education, \*Curriculum Design, Curriculum Development, Educational Needs, Educational Strategies, Language Tests, \*Learning Strategies, Learning Theories, Lesson Plans, Needs Assessment, Older Adults, Second Language Instruction, Second Language Learning, \*Second Languages, Teaching Methods, Volunteer Training

Identifiers—ACTFL Oral Proficiency Interview, \*Monitor Model, Natural Language Processing, Peace Corps

The manual is designed as a reference on second language teaching and curriculum development for Peace Corps language trainers and language training coordinators. The first section, on language learning theory, introduces competency-based curriculum, describes the natural approach to language learning (the approach used throughout the manual), explains the "monitor model" of language learning, and describes various learning strategies, with examples of classroom activities suitable for each. Four language-learning skills and activities illustrating them are also presented. The section concludes with a discussion of language learning by the older adult, which offers some guidelines for successfully training this population. The second section summarizes some historical and contemporary language training methods, with sample lessons illustrating how parts of the methods can be incorporated into competency-based instruction. Section three explores the competency-based curriculum in some depth, including needs assessment, curriculum design, and individual lesson planning. This section also contains classroom management techniques and a discussion of competency-based evaluation and the American Council on the Teaching of Foreign Languages (ACTFL) oral interview. The manual concludes with a list of ways classroom activities can be organized, an index to charts and checklists included in the manual, a glossary, additional references, and publishers' addresses. (MSE)

ED 348 881

FL 020 702

RIE JAN 1993



Lee, Teresa Gonzalez

**Teaching Models and Language Materials in Spanish for the Education of Health Care Providers.**  
Pub Date—Mar 92

Note—12p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Second Language Programs, \*Cultural Awareness, Graduate Medical Education, Higher Education, Hispanic Americans, Immersion Programs, Interdisciplinary Approach, \*Language Proficiency, \*Languages for Special Purposes, Medical Care Evaluation, Medical Case Histories, \*Medical Services, Multicultural Education, \*Spanish, Spanish Speaking, Teaching Hospitals

Identifiers—\*University of California San Diego  
Two programs at the University of California San Diego, (UCSD) in Spanish and Cultural Sensitivity are reported, one at the UCSD Medical Center and the other at the School of Medicine. These programs illustrate the power of culturally sensitive medical care versus a medical practice with non cross-cultural awareness that could result in patient non-compliance and hopelessness. The two programs, one undergraduate and one graduate level, were founded in 1979 and 1984, respectively. The approaches at each are similar: to bridge the linguistic and cultural differences existing between the predominant culture and the Latino patients. Objectives, concepts, skills, and methodologies are outlined, including the goal for oral proficiency in medical Spanish. Each program includes a cultural immersion component. It is concluded that with the changing American demography, Medical Spanish is one of the Languages for Specific Purposes that is in great need. Contains 13 references. (LB)

**ED 348 882**

FL 020 703

Jonsson-Devillers, Edith

**Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence.**

Pub Date—Mar 92

Note—13p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communicative Competence (Languages), \*Cultural Awareness, Higher Education, Hispanic Americans, Interdisciplinary Approach, \*Languages for Special Purposes, Medical Case Histories, Medical Education, \*Medical Services, Multicultural Education, \*Spanish

Identifiers—University of California San Diego

It is important to give medical personnel being trained in second languages and cultures access to information necessary to their specific immediate needs. The University of California, San Diego, is used as an example of a communicative approach to helping health care providers establish an appropriate relationship with their Latino patients and to be aware of the cultural context in which they work. Acquisition of communicative competence is discussed in terms of social relations, interviewing, giving instructions, following up, and vocabulary drill activities. Areas covered related to cultural contexts are extended family relationships, family planning, beliefs related to illnesses and folk medicine, and language and social attitudes. Contains 19 references. (LB)

**ED 348 883**

FL 020 704

Patzel, Roger

**American Managers' Use of Their Foreign Employer's Language.**

Pub Date—Mar 92

Note—12p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Communication, \*Employers, Foreign Countries, \*International Communi-

cation, International Trade, Interviews, Manufacturing Industry, Personnel Needs, Personnel Policy, Power Structure, \*Second Languages  
Identifiers—Vermont

The use of a foreign language as part of the managerial context rather than as a technical tool was examined. Eighteen people in nine companies, primarily from the manufacturing sector, were interviewed to raise a set of issues pertaining to the use of a foreign employer's language (FEL). All of the companies in the sample were within a day's drive of Burlington, Vermont, a region with a culture of its own where more than a third of the inhabitants claim French-Canadian ancestry. Three FELs were chosen: French, German, and Japanese. The interviews were conducted using a list of questions as a point of departure rather than as a protocol. It was found that American managers in the greater Vermont area make very little use of their FEL, and English is often specified by policy as the operating language for the company. English is also the language of most high-tech work. Findings are reported in the following areas: rules about the use of FEL; differences in the use of the FEL; feelings about the use of the FEL; difficulty of using the FEL; desire to use the FEL; the difficulty of relating desire to policy; language training; company policy; special issues like relations with the head office and the changing organizational culture. It is noted that language classes don't work, especially if they take up blocks of work time, and that to be effective, language learning must be integrated into the change of organizational culture. (LB)

**ED 348 884**

FL 020 705

Liou, Hsien-Chin

**Theory-Based Interactive Videodisc for EFL Learning: Design Considerations.**

Pub Date—Mar 92

Note—31p; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, Canada, March 3-7, 1992).

Pub Type—Reports - Descriptive (141)—Information Analyses (070)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cognitive Processes, \*Computer Assisted Instruction, \*English (Second Language), Instructional Design, Instructional Materials, \*Interactive Video, \*Learning Theories, \*Linguistic Theory, \*Material Development, Program Descriptions, Second Language Learning

Identifiers—\*National Tsing Hua University (Taiwan)

A discussion of the design of effective instructional materials for English as a Second Language (ESL) focuses on the application of second language learning theories and concepts of instructional design from educational technology to development of interactive video. A number of second language learning models and related research are examined, including the cognitive processing, negotiated interaction, and experience models. Current language teaching practices are similarly reviewed, including communicative language teaching approaches, interactive language teaching, and applying what is known about learning strategies and styles to language teaching. Three aspects of research in the field of educational technology bearing on the discussion (the notion of inquiry leading to learning, the systems approach to instructional design, and attributes of courseware for computer-assisted instruction) are then reviewed, and the implications of theory, practice, and instructional design for interactive video are synthesized. A project at National Tsing Hua University (Taiwan) in which these findings were applied in development of ESL courseware on interactive video is then described and illustrated. Ideas for classroom use and considerations in evaluating the materials are discussed briefly. A 49-item bibliography is included. (MSE)

**ED 348 885**

FL 020 725

Dick, Warren

**Laying a Foundation for Russian for Business and Economics.**

Pub Date—Mar 92

Note—15p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Administration Education, Business Communication, Course Organization, \*Cultural Awareness, Curriculum Development, \*Economics, Higher Education, \*Interdisciplinary Approach, \*International Communication, Languages for Special Purposes, \*Russian  
Teachers of courses on Russian for business and economics face the difficult task of bridging the objective and subjective needs of students. The need to have large and varied amounts of representative material to introduce unfamiliar concepts and new terminology is a challenge for course designers. Courses should expose students to three categories or levels of information: (1) background information on Russia and its people; (2) directly reported facts, generally consisting of brief statements or announcements; and (3) casual statements, indirectly related topics, or facts with unstated implications requiring the use of inductive reasoning to grasp their relevance. Ways are discussed for covering each of those categories in a topic or unit. (LB)

**ED 348 886**

FL 020 741

Jong, Rowena

**The A.I.D.A. Plan and the Writing of Sales Letters.**

Pub Date—Mar 92

Note—22p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Applied Linguistics, \*Business Communication, \*Discourse Analysis, Foreign Countries, \*International Communication, \*Letters (Correspondence), \*Salesmanship  
Identifiers—\*Attention Interest Desire and Action Approach, \*Persuasive Strategies

A study based on textual analysis of sales letters is reported that evaluates the Attention, Interest, Desire, and Action (AIDA) approach to teaching the writing of sales letters. Thirty business letters written by undergraduate business students and executives were analyzed. The forms of cohesion, voice pattern, and information focus of the letters were also examined by 15 readers who determined the overall effectiveness of the letters. AIDA represents a structural approach to the components of a sales letter and is based on the notion that "inductively" and "indirectly" organized sales letters allow writers to justify an action before requesting readers to take it. The letter should secure the attention of readers, sustain readers' interest, create a desire for readers to take action, and urge readers to take action. It was found that all the letters analyzed adhered closely to the AIDA plan but the majority of subjects failed to produce persuasive letters that took the need of the readers into account. Most letters adopted the writer-centered approach. Common pitfalls are described and illustrated. It is concluded that the contextual situation and the field of discourse must be considered in order to make sales letters most effective. Contains 9 references. (LB)

**ED 348 887**

FL 020 742

Weiss, Tim

**A Conceptual Framework for Intercultural/International Communication.**

Pub Date—Mar 92

Note—14p; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Applied Linguistics, \*Cultural Awareness, \*Cultural Context, Cultural Differences, Global Approach, Higher Education, International Communication, \*Multicultural Education

Identifiers—\*Gods Must Be Crazy (The)

The ambiguities of intercultural communication are examined in this paper. The concept posed is that although every culture sees the world according to that culture's heritage and history, immediate contexts also shape meanings. In multicultural contexts, those meanings must be constructed partly anew each time by speakers, writers, listeners, and readers, across their differences of language, culture, and world views. Four concepts of interculturalism are discussed: (1) instability and equivocality

of messages that cross cultures, as illustrated by the Coca-Cola bottle in the film, "The Gods Must Be Crazy"; (2) cultural construction (the change of cultural identity); (3) cultural heterogeneity; and (4) dialogue communication and approaches and attitudes that block it (modes of intercultural communication, problems with the transmission model of communication, and intercultural misunderstanding and miscommunication). Contains 18 references. (LB)

ED 348 888 FL 020 750

Rueda, Robert. *And Others*  
Rating Instructional Conversations: A Guide. Educational Practice Report 4.  
National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92  
Contract—R117G10022  
Note—30p.

Available from—Dissemination Coordinator, National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street, Washington, DC 20036.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Discussion (Teaching Technique), \*Rating Scales, \*Reading Comprehension, \*Second Language Instruction, Second Language Learning, Student Evaluation, \*Teaching Methods

Identifiers—\*Instructional Conversation

Preliminary efforts to operationalize more fully the concept of the instructional conversation (IC) approach for second language learning are reported, and an observational tool, the IC Rating Scale, is described in an examination of classroom-based reading comprehension lessons. Preliminary data on the reliability and validity of the IC scale are presented, followed by sample transcripts of instructional conversations from actual reading comprehension lessons. Cautions and unresolved questions to be considered in using the scale are discussed, including: (1) although the IC scale is composed of a series of distinct elements, the unit of analysis must be the whole lesson and the interactional context in which the lesson activities are situated; (2) the elements do not represent steps or other top-down, teacher-proof prescriptions, but instead are components that characterize and contribute to the types of activity settings; and (3) the scale should not be seen as a finished product. Suggestions for future research are noted. Appendices describe the elements of instructional conversation and provide both the scoring sheet and the summary score sheet. Contains 13 references. (LB)

ED 348 889 FL 800 523

Rekha, Susan. *And Others*  
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.  
Elgin YWCA, IL.

Spons Agency—Barbara Bush Foundation for Family Literacy, Washington, DC; Department of Education, Washington, DC; Illinois State Board of Education, Springfield.

Pub Date—92  
Note—110p.

Available from—Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Moline, IL 61455 (\$5).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Adult Literacy, \*Adult Reading Programs, Community Organizations, \*Community Programs, Curriculum Design, \*Limited English Speaking, \*Literacy Education, \*Parents as Teachers, Preschool Children, Program Implementation

Identifiers—\*Family Literacy, \*Illinois (Elgin)

A YWCA-based family literacy model curriculum in Elgin, Illinois is described. In 1990, the Elgin YWCA had the following program components in place: six daytime and five evening ability level classes for adults taught by certified teachers; a preschool English-as-a-Second-Language (ESL) program for 3- to 4-year-old children of adult students; child care for those under age 3; and a summer ESL program for children to sixth grade. More than 800 adults and 165 children are served annually. The 1-year grant enabled the Elgin YWCA to develop a

parent-child instructional component for limited English proficient parents and to improve adult and children's literacy services. After a review of the program model, this report details the family literacy project curriculum, including the following parts: goals and design; curriculum overview; learning units for parents and preschoolers (building blocks for learning, storytelling, four areas of growth, family fun, and "booktime bedtime"); learning experiences for parents, babies, and toddlers; and ongoing support programs and special events (read-at-home, "drop everything and read," or DEAR, public library visits, computer keyboarding and process writing, family council, book friends, Dr. Zeus celebration, poetry celebration, and harvest fest celebration). Appended are lists of selected resources and a reproducible kindergarten book. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 890 FL 800 531

Crandall, John. *Pharney, Gary*  
Whole Language Approaches in Adult Literacy.  
Pub Date—91

Note—11p; In: Launching the Literacy Decade: Awareness into Action. Alberta, Canada, International Reading Association/Multiculturalism and Citizenship Bureau Canada, 1991. p142-151.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Literacy, \*English (Second Language), Foreign Countries, \*Immigrants, \*Literacy Education, \*Second Language Instruction, Self Esteem, Teaching Methods, \*Whole Language Approach

Identifiers—\*Affirmation Strategy, British Columbia (Vancouver)

After an introduction to the use of the whole language approach in adult literacy instruction, this paper describes some techniques or activities used in two adult literacy programs in Vancouver with participants who speak English as a first and as a second language. The Municipal Workplace Literacy Program, operated by the City of Vancouver (British Columbia), is a voluntary and confidential 80-hour program that offers one-half paid release time and serves mostly non-professionals. The Little Mountain Neighbourhood House/Vancouver School Board Tutoring and Practicum Centre program serves recent immigrants, mostly of Chinese origin but also Indian, Central and South American, Polish, and Russian. Approximately half of the participants have university degrees from their countries of origin; the other half have had little or no formal schooling. Both programs use many whole language techniques, including shared reading, transcribed text, sustained silent reading, language experience, and interactive writing for adult literacy learners. Two additional strategies are used as well: an affirmation strategy that has come to be called "Affirmation: The Immigrant's Two Lives and the Cycle of Grief," and a strategy borrowed from the work of novelist Milan Kundera that involves the use of an existential code that inspires and guides the writing. The affirmation strategy uses simple drawings, gestures, translation, and some English to describe the learner's work, relationships, language and cultural connections, education, interests, etc. During the first 20 months of the program, only 2 of the 120 participants dropped out. Contains 17 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 891 FL 800 542

Barenstein, Benjamin D.  
Sowing the Seeds: Literacy in a Clothing Factory.  
A Workplace Literacy Curriculum.

Center for Literacy, Inc., Philadelphia, PA.  
Spons Agency—Department of Education, Washington, DC; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Aug 89

Note—83p; Section 310 Project #98-9010.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Adult Literacy, Clothing, Cooperative Programs, Employees, Employers, \*English (Second Language), Hispanic Americans, \*Literacy Education, \*Manufacturing, Reading Skills, \*Second Language Learning, \*Textiles Instruction, Unions, Writing Skills

Identifiers—Pennsylvania (Philadelphia), \*Workplace Literacy

A project to improve the literacy skills of workers in a clothing manufacturing company is reported.

The goal of the project was to teach practical workplace reading and writing skills using materials and requirements of the employees, the employer, and their union. The project integrated a skills approach with a creative writing approach. The curriculum was field tested with a group of 10 students, mostly Hispanic, from the Good Lad Company, a children's clothing manufacturer in Philadelphia. A professional teacher from the Center for Literacy was supplemented by volunteer tutors. This teacher's guide combines both general adult literacy curriculum components and components specific to the needs of Good Lad and the Amalgamated Clothing and Textile Workers Union. The following topics comprise the units of the curriculum: introduction; initial language assessment; sewing and workplace basics; the Good Lad employee handbook and policy manual; the story of Sidney Hillman, who advocated collaborative management-union relations; and creating a class newsletter. Specific chapters cover such topics as workplace dialog and color, grammar, the factory environment, and vocabulary skills. Twenty-two student worksheets are included. Contains 9 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 892 FL 800 545

Craig, Hilary, Ed. *And Others*  
Literacy Works, Volume 2, Number 1-2, 1991.  
Saskatchewan Literacy Network, Saskatoon.  
Report No.—ISSN-1183-3793

Pub Date—91

Note—67p.

Available from—Saskatchewan Literacy Network, P.O. Box 1520, Saskatoon, Saskatchewan, S7K 3R5, Canada (subscription, four issues, \$10).  
Journal Cit—Literacy Works; v2 n1-2 1991  
Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adult Literacy, Children, Correctional Education, Foreign Countries, Health Materials, \*Health Promotion, \*Immigrants, Learning Disabilities, \*Literacy Education, Peer Teaching, Theater Arts

Identifiers—\*Saskatchewan

The two issues of the 1991 volume of "Literacy Works," a publication of the Saskatchewan Literacy Network, cover two themes: "Literacy and Health" (spring issue) and "Focus on the Learner" (summer issue). The spring issue includes the following articles: "Just Read the Label and Follow the Directions" (A. Harris); "Literacy and Health Project—Phase II: Partners in Practice" (L. Kemény); "Graded-Language Newspapers to Address AIDS" (J. Bullard); "Evaluating and Developing Readable Materials" (M. Breen); "Popular Education Health Classes for Immigrants" (C. Elia); "Illiteracy and Health of Indian People" (M. M. Jacobs); "Developing Health Materials in Pine Grove" (S. Skage); "Learning for a Healthier Future" (L. Pemik); "Pre-Release Health Care Program" (K. Soyland); "Hospital Workers' Literacy Program" (D. Heagy); "Literacy in the Health Care Professions" (E. Gillies). The summer issue includes: "Literacy for Adults with Learning Disabilities" (D. Purton); "Developing Literacy Skills for University Level Work" (P. Buckley); "Theatre and Literacy at Lakeland College" (K. Brennan); "Sociocultural Sensitivity Syndrome—What Is It?" (B. D. Butt); "Farming: Words to Live By—The Production Process" (G. Wilson); "SIAS Kelsey Drop-in Centre" (T. Jelinski); "Workers' Learning Circles" (H. Johnson); "Remembering Grandmother, Remembering Grandfather" (J. F. J. J.); "Beat the Street" (B. Crowe); "A Baker's Dozen" (M. Terry); "Peer Tutoring: A Correctional Centre Success Story" (J. Foster); "Adult Second Language Learners" (F. Harrison); "Public Legal Education and Literacy" (G. Dumonceaux); "Children, Reading, and Way of Life" (B. Kutarna); and "Resources for Adult Literacy" (P. Smith). Book reviews and various other resource notes are included in each issue. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 893 FL 800 569

Wrigley, Heidi Spruck. *Guth, Gloria J.*  
Adult ESL Literacy: State of the Art 1990.  
Aguirre International, San Mateo, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—92

Contract—VN90002001

Note—91p; For related documents, see FL 800 570-572.

Pub Type—Reports - Descriptive (141) — Informa-

tion Analyses (070)

# EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Bilingualism, \*English (Second Language), \*Evaluation Methods, Instructional Materials, Linguistic Theory, Literature Reviews, Needs Assessment, Reading Instruction, \*Second Language Learning, Spanish Speaking, Student Characteristics, Student Evaluation, Teaching Methods, Writing Instruction

An overview of the salient issues in adult English-as-a-Second Language (ESL) literacy is presented as reported in the literature on adult education and applied linguistics. Emphasis is on programs that have implemented promising practices and effective approaches to help ESL students develop their literacy skills. Characteristics of effective adult ESL literacy programs are first outlined, and then several major themes are discussed, including: theoretical bases for different views of curriculum; varying approaches to literacy development in a second language; and assessment issues such as providing meaningful evidence of student progress both to funding sources and to students and teachers. The issue of teaching native language literacy to support the learning of English is also discussed, with emphasis on biliteracy and Spanish language literacy. Several promising practices are outlined, including using the language experience approach with ESL literacy students, and developing techniques for dealing with the multi-level classroom composed of literacy students with varied exposure to print. Lists of teacher resources are provided that include textbooks, ESL literacy guides and manuals, and other resources such as authentic materials. Contains approximately 300 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 894 FL 800 570

Wrigley, Heide Spruck Guth, Gloria J. A.  
Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy.

Aguirre International, San Mateo, CA.  
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.  
Pub Date—Nov 90  
Contract—VN90002001  
Note—10p.; For related documents, see FL 800 569-572.

Pub Type—Reports - Descriptive (141)

# EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Literacy, Eligibility, English (Second Language), \*Limited English Speaking, \*Literacy Education, National Programs, Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Standards

Identifiers—\*National English Literacy Dem Prog LEP Adults

Background information is presented on components and practices in adult English-as-a-Second Language (ESL) literacy programs. In Part I, Characteristics of ESL Literacy Programs, answers are given to questions covering definitions of an ESL literacy program, who the students are, goals of ESL literacy programs, and types of literacy programs eligible for nomination in the National English Literacy Demonstration Program for Adults of Limited English Proficiency. Part II of this paper outlines components that research has shown to be effective parts of adult literacy programs: community outreach, needs assessment, program design, curriculum, approaches and methods, initial assessment and progress evaluation, staff development, and support services. Examples of each are given. Part III illustrates types of evidence of program effectiveness, including progress in literacy development (e.g. student writings, test scores, anecdotal evidence) and evidence of outcomes that can be linked to literacy education (e.g. transfer to mainstream programs, greater use of community services, increased confidence and participation). (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 348 895 FL 800 571

Guth, Gloria J. A. Wrigley, Heide Spruck  
Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report.

Aguirre International, San Mateo, CA.  
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.  
Pub Date—May 92  
Contract—VN90002001

RIE JAN 1993

Note—302p.; For related documents, see FL 800 569-572.

Pub Type—Reports - Research (143)

# EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, \*English (Second Language), Females, Haitians, Immigrants, Instructional Materials, Laotians, Limited English Speaking, \*Literacy Education, Manufacturing, Program Descriptions, Refugees, \*Second Language Learning, Two Year Colleges, Unions

Identifiers—\*Community Based Organizations, El Paso Community College TX, Seattle Community College WA, Tech Prep

The background and major activities of a 2-year study on adult English-as-a-Second-Language (ESL) programs and practices are reported. Descriptions are provided of the nomination process for programs that teach literacy to adults not fully proficient in English, and the study site selection and case studies of nine programs are described. The programs include the following: Haitian Multi-Service Center (Dorchester, Massachusetts); Refugee Women's Alliance (Seattle, Washington); Literacy Education Action, El Paso Community College, Texas; Literacy/ESL Program, International Institute of Rhode Island; UAW (United Auto Workers)/Chrysler Tech Prep Academy (Ypsilanti, Michigan); El Barrio Popular Education Program (New York, New York); Project Workplace Literacy Partners for the Manufacturing Industry in Cook County (Illinois); Arlington Education and Employment Program (Virginia); and Lao Family Community of Minnesota, Family English Literacy Program. Study results suggest the following: (1) increased access to classes and skilled teachers; (2) comprehensive long-term planning that takes into account quality and funding cycles; (3) staff development geared to adult ESL literacy; (4) improved career paths for adult ESL literacy teachers; (5) reconciliation of the diversity of program types and approaches with funders' desire for program comparisons and accountability; (6) development of alternative assessment instruments; (7) forums for practitioners to share ideas; and (8) longitudinal research to determine which approaches work under which circumstances. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 896 FL 800 572

Wrigley, Heide Spruck Guth, Gloria J. A.  
Bringing Literacy to Life. Issues and Options in Adult ESL Literacy.

Aguirre International, San Mateo, CA.  
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.  
Report No.—ISBN-0-9633702-0-0  
Pub Date—92  
Contract—VN90002001  
Note—318p.; For related documents, see FL 800 569-571.

Pub Type—Guides - Classroom - Teacher (052)

# EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Computer Assisted Instruction, Curriculum, \*English (Second Language), Instructional Materials, Limited English Speaking, \*Literacy Education, Needs Assessment, Program Descriptions, \*Second Language Learning, Staff Development, Student Evaluation, \*Teaching Methods

The result of a 2-year research study funded under the National English Literacy Demonstration Program for Adults of Limited English Proficiency, this handbook on adult English-as-a-Second-Language (ESL) literacy education represents a synthesis of ideas derived from various sources. It is meant as a resource for teachers who have some experience in teaching but are new to ESL literacy. It contains the following nine chapters: (1) "Adult ESL Literacy: State of the Art," which discusses some of the special features of adult ESL literacy; (2) "Approaches and Materials," which maintains that meaning-based approaches show the greatest promise in helping adults develop full literacy; (3) "Teaching Adult ESL Literacy in the Multilevel Classroom," which shows that group work is the most effective strategy for dealing with multilevel classrooms; (4) "Using Computer and Video Technology in Adult ESL Literacy," which discusses the pros and cons of using technology in ESL literacy teaching; (5) "Native Language Literacy," which demonstrates that using the native language of the learners is a viable approach to introducing literacy to adults who are not literate in their first language; (6) "Learner Assessment," which shows that program-based assessments are superior to standardized tests; (7)

"Curriculum," which demonstrates that curriculum decisions are value decisions that mirror a program's philosophy; (8) "Staff Development and Program Issues," which holds that effective staff development should focus on the social context, adult learning, second language acquisition, literacy development, and effective teaching processes; and (9) "Curriculum Modules," which presents 10 teaching units that demonstrate meaning-based teaching. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

## HE

ED 348 897 HE 024 245

Creal, Richard C. Donofrio, Kathleen  
Administrative Compensation Survey, 1990-91.  
Brookings Institution, Washington, D.C.; College and Univ. Personnel Association, Washington, D.C.

Report No.—ISBN-0-910402-97-3

Pub Date—91

Note—129p.

Available from—College and University Personnel Association, 1233 20th St., N.W., Suite 503, Washington, DC 20036 (\$65 CUPA members, \$160 participating non-members; \$285 non-participating non-members).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

# EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrators, \*Compensation (Remuneration), Higher Education, Minority Groups, National Surveys, Private Colleges, Public Colleges, \*Salaries, Sex Differences

This 14th annual compensation survey provides a broad range of 1990-91 salary data available for college and university administrators in 168 positions common to most higher education institutions. The survey data were gathered from 1,402 institutions (a 41% response rate). General tables provide median salary data for all institutions, public institutions, private-independent institutions and private-religious institutions, by budget quartiles and by enrollment quartiles. Comparative tables provide salary percentiles by institutional classification (doctoral, comprehensive, baccalaureate, and two-year institutions) and by budget range. Thirty-two tables compare median salaries between males and females, between minorities and non-minorities, between inside and outside hires, and by median years of service. Appendices contain a list of responding institutions, a salary comparison worksheet, a copy of the survey questionnaire, and a list of institutional classification codes developed by the National Center for Education Statistics. (JDD)

ED 348 898 HE 024 625

Storey, Eileen  
Academic Credit at Marymount Manhattan College for Student Volunteers.

Marymount Manhattan Coll., New York, N.Y.  
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—Sep 89

Contract—P116F80103-88A

Note—21p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

# EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Church Related Colleges, \*College Credits, College Students, Community Organizations, \*Community Services, Experiential Learning, Higher Education, \*High School Equivalency Programs, \*Homeless People, Program Development, School Community Relationship, Student Attitudes, \*Student Participation, Tutorial Programs, \*Volunteers

Identifiers—\*Marymount Manhattan College NY  
The report describes a 2-year project at Marymount Manhattan College (New York) to develop and implement a community service program which provides student participants with tuition credits. Students served in either a shelter for homeless women or with a tutorial program for adults preparing for the high-school equivalency examination. The report relies on quotes from student logs to demonstrate the program's effectiveness in enriching the lives of both students and community recipients of student services. Suggestions for similar programs include ensuring appropriate supervision



and making the internship course more accessible to all students. (DB)

**ED 348 899** HE 025 466

**Project Daylight.**

Northern Arizona Univ., Flagstaff.

Pub Date—[92]

Note—56p.; This report is part of a collection of programs, policies and curriculum developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions initiated by the Department of Education, Office of Education Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see ED 332 572-593, ED 337 115-125 and ED 343 536.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Alcohol Abuse, American Indians, Drug Abuse, Drug Education, \*Health Promotion, Higher Education, Policy Formation, Prevention, Recreational Activities, Recreational Programs

Identifiers—\*Network for Drug Free Colleges, Northern Arizona University, Project Daylight AZ

This document describes a Northern Arizona University (NAU) program, Project Daylight, which is a comprehensive intervention and prevention program for alcohol and substance abuse problems on campus. The project involves the entire University community and is designed to be a total, comprehensive strategy. It involves faculty education, staff and student leadership training, counseling and intervention services, support groups, and wellness education. The design of the wellness education component is organized around the traditional medicine wheel symbol with eight wellness program areas for the general student population. The use of that symbol and other aspects of the program takes direction from the Native American culture as the student population includes many American Indians. Included in the description are a report listing statutes authorizing the project, plan of operation, needs assessment, key personnel, resources, evaluation, and the uniqueness of the program. Included as an appendix are copies of student surveys for 1989-1992, and three brochures for Project Daylight describing recreation activities at the NAU campus, services available through Project Daylight, and student comments on how they meet friends, socialize, and deal with peer pressure to drink and use illegal drugs. (JB)

**ED 348 900** HE 025 720

**New Faculty Survey Instrument.**

National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA; Pennsylvania State Univ., University Park.

Pub Date—[92]

Note—18p.; For a related protocol, see HE 025 721.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teachers, \*College Faculty, Demography, Faculty College Relationship, Faculty Integration, Faculty Workload, Higher Education, Job Satisfaction, \*Occupational Surveys, Self Evaluation (Individuals), Teacher Attitudes, Vocational Adjustment, Women Faculty

This publication is a survey to be used by institutions of higher education in the United States in creating a profile of new faculty. An introduction notes that this instrument was administered at 5 schools (2 liberal arts colleges, a community college, a comprehensive university, and a research university) and that 53 percent of the respondents were female and 22 percent non-Caucasian. It also reports that the results, combined with a follow-up interview, revealed: (1) that many institutions are hiring more women and minorities; (2) that most new faculty are content with their new place of employment; (3) that most new faculty are hired at age 38, and most earned their highest degree 8 years prior; (4) that many new faculty feel intense stress during their first few months on the job as they learn to deal with teaching, research, and family obligations; (5) that teaching experience and expectations vary greatly with new faculty at research institutions having the least teaching experience; and (6) that institutional and departmental support for new faculty varies greatly. The bulk of the document is the survey itself with brief general instructions. The survey contains sections on job satisfaction, work environment, self-perception, workload, and back-

ground and demographic information for a total of 41 items. (JB)

**ED 348 901** HE 025 721

**New Faculty Interview Protocol.**

National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.

Pub Date—[92]

Note—14p.; For a related survey, see HE 025 720.

Pub Type—Guides - Non-Classroom (055) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teachers, \*College Faculty, Demography, Faculty College Relationship, Faculty Workload, Higher Education, \*Interviews, Job Satisfaction, Occupational Surveys, \*Protocol Materials, Teacher Attitudes, Vocational Adjustment

This document is a protocol for interviewing new faculty to be used in conjunction with a new faculty survey as part of a project to create a profile of new faculty at U.S. colleges and universities. An introduction reports that the survey had been distributed to 5 schools (2 liberal arts colleges, a community college, a comprehensive university, and a research university) and that researchers used the protocol to interview 40 percent of those responding. The results of the interview combined with the survey revealed that: (1) many institutions are hiring more women and minorities; (2) most new faculty are content with their new place of employment; (3) most new faculty are hired at age 38, and most earned their highest degree 8 years prior; (4) many new faculty feel intense stress during their first few months on the job as they learn to deal with teaching, research, and family obligations; (5) teaching experience and expectations vary greatly with new faculty at research institutions having the least teaching experience; and (6) institutional and departmental support for new faculty varies greatly. The bulk of the document is the protocol itself with brief general instructions to the interviewer. The interview covers the hiring process, faculty and institutional support, students, instruction, and teaching norms. Also included are two copies of a participant consent form. (JB)

**ED 348 902** HE 025 722

Johnstone, D. Bruce

**Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1.**

State Univ. of New York, Albany.

Pub Date—Jun 92

Note—40p.; For a related document, see HE 025 723.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrative Principles, \*Administrator Role, College Administration, Educational Finance, \*Financial Exigency, Financial Problems, Higher Education, \*Multicampus Colleges, Resource Allocation, Retrenchment, State Aid, \*State Universities

Identifiers—\*State University of New York

This essay examines the administration of public multi-campus universities, focusing in particular on central administration and the State University of New York (SUNY) system and on responses to the need for fiscal austerity. Before treatment of the main topic begins, the essay offers a look at five reasons for the suspicion and resentment that are commonly directed at college and university administrations. These reasons have to do with: (1) the allocation of resources; (2) faculty-administrative tensions; (3) disproportionate expansion of administrations in recent years; (4) faculty suspicion of that expansion; and (5) administrators as political targets. The essay goes on to argue that a central administration can be a structure through which a degrees of coordination, focus, stewardship and leadership with more academic integrity and less political intrusion can be exercised. Next the text lists the 12 principal responsibilities of the system's central administration: (1) leadership including establishing a mission and advocating for students, the state and citizens; (2) supervision of campus or institutional chief operating officers; (3) allocation of resources; (4) assessment, termination, and initiation of academic programs and research projects; (5) formulation of student access policies; (6) oversight of policies relating to the needs and behavior of students; (7) stewardship of state resources; (8)

information and institutional research; (9) public relations; (10) personnel policies; (11) legal services and representation; and (12) consolidation of support services. The document goes on to examine each function first generically and then as it operates in the SUNY system. A final section details seven specific roles of the central administration in times of austerity. (JB)

**ED 348 903** HE 025 723

Johnstone, D. Bruce

**Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2.**

State Univ. of New York, Albany.

Pub Date—Nov 90

Note—50p.; For a related document, see HE 025 722.

Pub Type—Collected Works - General (020) - Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrative Principles, Administrator Role, Budgeting, Budgets, College Administration, Educational Finance, \*Financial Exigency, Financial Problems, Higher Education, Multicampus Colleges, Parent Financial Contribution, Productivity, Public Sector, Resource Allocation, \*Retrenchment, State Aid, \*State Universities, Tuition, Undergraduate Study

Identifiers—City University of New York, \*New York, State University of New York

This collection of five essays on public higher education in New York State treats challenges and conditions for public institutions during the current and continuing conditions of financial austerity. The first, "Productivity and Cost Containment: The Challenge of Public Sector Budgeting" looks at financial management and budgeting as those functions are influenced by the larger public sector budgeting. The second, "The Case for Differential Undergraduate Tuitions" presents the complexities accompanying this strategy, argues in favor of differential tuitions and tries to put the significance of the issue in perspective. The third essay, "The Case Against Income-Linked Tuitions for SUNY and CUNY" argues that income-linked tuitions at the State and City Universities of New York would not make good economic, political or technical sense and would push the parental contribution to the limit. The fourth essay, "Budget Options for SUNY in the Face of Additional Major Cuts in General Fund Appropriations," addresses strategies for the university during the current financial crisis. The final essay, "Exploration of Campus Closures in Response to Further Deep and Seemingly Permanent Cuts in State Tax Support," enumerates the facts and principles which would influence such a radical move as closing down a campus. A brief conclusion describes the key mission of public higher education in the face of the likelihood of continued financial austerity. (JB)

**ED 348 904** HE 025 725

**Assessing Reauthorization: The Provisions of the Conference Report on S.1150.**

National Association of Student Financial Aid Administrators, Washington, D.C.

Pub Date—Jul 92

Note—54p.

Available from—National Association of Student Financial Aid Administrators, 1920 L Street N.W., Suite 200, Washington, DC 20036.

Pub Type—Reports - General (140) - Legal/Regulatory/Regulatory Materials (090)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Educational Legislation, Federal Aid, \*Federal Legislation, Financial Support, Graduate Study, Higher Education, \*Income Contingent Loans, Minority Groups, Professional Education, \*Student Financial Aid, \*Student Loan Programs, Undergraduate Study

Identifiers—Higher Education Act 1992, \*Higher Education Act Title IV, \*Higher Education Act Title IX, Pell Grant Program, Perkins Loan Program, Reauthorization Legislation

This document contains information from the joint House and Senate conference concerning the provisions of S. 1150, the reauthorization of the Higher Education Act, specifically the material is organized in sequential order as the provisions are found in the legislation, using key word identifiers and additional explanatory narrative. An in-depth examination of the Title IV programs of student assistance is included. These cover grants to students, federal family education loans, federal work-study programs, federal direct loan demonstration program, income contingent loan demon-

stration program, federal Perkins loans, need analysis, general provisions, and program integrity. A review of the graduate programs covered by Title IX covers grants to encourage women and minority participation in graduate education, Patricia Roberts Harris fellowship programs, Jacob K. Javits Fellows program, graduate assistance in areas of national need, faculty development fellowship program, assistance for training in the legal profession, and law school clinical experience programs. In addition, a listing of the major controversial Title IV provisions that were not adopted by conferees is provided. (GLR)

**ED 348 905** HE 025 726  
Bjornson, Richard, Ed. Waldman, Marilyn R., Ed.  
The University of the Future: Problems and Prospects.

Ohio State Univ., Columbus. Center for Comparative Studies in the Humanities.  
Report No.—ISBN-0-9625041-0-6  
Pub Date—90  
Note—140p.

Available from—Center for Comparative Studies, Ohio State University, 306 Dulles Hall, 230 W. 17th Avenue, Columbus, OH 43210-1311 (\$10).  
Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC06 Plus Postage.**  
Descriptors—Athletics, Blacks, \*Colleges, Computer Uses in Education, Economic Development, Educational Finance, Educational Planning, \*Futures (of Society), \*Government School Relationship, Higher Education, Postsecondary Education, Public Schools, Research, Research Universities, \*School Business Relationship, School Role, Social Change, Surveys, Teacher Attitudes, \*Universities, Values Education

Most of the 15 papers presented here were originally presented at a May, 1987 colloquium held in Columbus, Ohio, on "The Educated Citizen and the University of the Future." Papers and their authors are as follows: "Thinking About the University of the Future" (Richard Bjornson and Marilyn R. Waldman); "The Old and the New: The University of Today and the University of Tomorrow" (Germaine Bree); "The Structure of the University and Goals and Values" (Charles E. Odegaard); "Public Education in the Twenty-First Century" (Edward H. Jennings); "The Challenges for Public Higher Education" (Myles Brand); "Education and the Public Research University" (Kenneth H. Keller); "From the Tower to the Trenches: The University and the High Tech Race" (Dorothy Nelkin); "University-Business Partnerships for Economic Development" (Angel G. Jordan); "Education: A Capital Investment" (John R. Haire); "Dynamic Alliances Between Business and Higher Education" (Andrew I. Wolf); "Philanthropic Studies at the University of the Future" (Robert Payton); "The University and the Black Athlete" (Harry Edwards); "Computers and the University: From Mental Models to Graphic Media" (Lynn A. Cooper); "A Dialogue on Computers and Education" (Franklin Roberts and Charles Csur); and "Survey of Faculty Opinion About the University of the Future" (Ella Kirk and Richard Bjornson). References accompany most papers. (GLR)

**ED 348 906** HE 025 727  
Mann, Jeffrey A. Fasolo, Peter M.  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications.

Pub Date—Apr 92  
Note—6p; Paper presented at the Annual Conference of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).  
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Affirmative Action, Comparative Analysis, \*Competitive Selection, Cultural Differences, \*Employment Qualifications, Equal Opportunities (Jobs), Higher Education, Job Applicants, Minority Groups, Personnel Evaluation, \*Personnel Selection, School Policy, \*Student Reaction

This study examined whether individuals in higher education who are exposed to a hiring rationale based on a diversity value (minority group differences are valuable and should be relevant criteria for employment decisions in higher education) will rate affirmative action as fairer than those exposed to a compensation rationale (minority status is relevant because such consideration helps restore benefits precluded by past discrimination). A sample of 87 students enrolled at Fairleigh Dickinson University of New Jersey were asked to rate their agreement with a college's hiring rationale and rate candidate qualifications involving a black female candidate (who got the job) and a white female candidate. Students were exposed to either diversity or compensation conditions for the school's final hiring decision. Findings revealed no significant effects for rationale on either the fairness of hiring the black candidate or the college's general policy. Also, the candidate's qualifications had no effect on student ratings of the college's general affirmative action policy; subjects appeared to use information about qualifications to evaluate a specific hiring decision, but not to evaluate the affirmative action policy in general. (GLR)

**ED 348 907** HE 025 728  
Oeternaud, Sharon K.

The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention.

Pub Date—Jun 90  
Note—250p; Major Applied Research Project, Ed.D., Nova University.  
Pub Type—Information Analyses (070) — Dissertations/Theses - Undetermined (040)

**EDRS Price - MF01/PC10 Plus Postage.**  
Descriptors—Admission (School), \*College Students, Data Collection, Enrollment, Higher Education, Literature Reviews, \*Nontraditional Students, Outreach Programs, Policy Formation, Program Development, Questionnaires, \*Reentry Students, School Holding Power, \*Student Characteristics, \*Student Recruitment

Identifiers—\*Ferris State University MI  
This study analyzed the demographic and scholastic characteristic differences between a nontraditional and traditional student cohort (total n=11,878) at Ferris State University (FSU) in Michigan, identified (through literature reviews) successful recruiting and retention activities for nontraditional students at other postsecondary educational institutions in the United States, generalized the findings between nontraditional students in the United States and those at the college, and developed an action plan affecting recruitment and retention of nontraditional students at the university. Among the findings were that FSU currently lags behind national trends in the percentage of nontraditional students and exhibits several characteristics that were considered inhibitors in recruiting and retaining nontraditional students. Among the corrective recommendations offered were the following: (1) implementation of inservice training on the characteristics, motivations, learning styles, and needs of nontraditional students; (2) development of marketing strategies geared toward adult learners; (3) removal of barriers through the offering of services during evening and weekend hours; and (4) periodic evaluation of recruitment and retention efforts to identify strengths and weakness of current activities. Appendices making up 40 percent of the document include letters of support, a mission and role statement, enrollment data, and responses to the questionnaire. Contains a 112-item bibliography. (GLR)

**ED 348 908** HE 025 729  
Helping Adults Learn. Participant Workbook.

California State Univ. and Colleges, Long Beach. Office of the Chancellor; California State Univ., Long Beach. Center for Innovative Programs.  
Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—89  
Note—57p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see HE 025 730-732.

Available from—CSU Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$8.00).

Pub Type—Guides - Classroom - Learner (051)  
**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—Academic Achievement, Access to Education, Adult Development, Adult Education, \*Adult Educators, Adult Learning, Adult Programs, \*Adult Students, Ancillary School Services, \*Higher Education, Nontraditional Stu-

dents, Teacher Workshops, Workbooks  
Identifiers—California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This publication is a workbook for those attending a "Helping Adults Learn" Workshop designed to assist higher education faculty and staff in promoting greater access and success for adult learners in higher education. An overview of the workshop describes the purpose, goals (to increase understanding of theory and research on adult learning, to assess the impact on adults of current institutional services and programs, and to promote improved services and programs for adult learners) and objectives. Five modules make up the workshop. Module 1 is an introduction and overview; module 2 covers concerns and characteristics of the adult learner; modules 3 and 4 cover facilitating adult learner success in designing instruction; and module 5 considers facilitating the next steps and needed resources. Objectives and suggestions for activities including worksheets for individual and small groups are given for each module. Modules 2, 3, and 4 also offer supplemental material in the form of reprints of the following articles: "The Adult as Learner: A Case for Making Higher Education More Responsive to the Individual Learner" (B. G. Shekley); "Adapting the University to Adult Students: A Developmental Perspective" (Edmund F. Ackell and others); "Have Learning Begin with Your Lesson Objectives: Guide Learning with Objectives That Take a Student's Perspective" (Ronald E. Dodge); and "Essential Skills for the Facilitator of Adult Learning" (by Michael W. Galbraith). A bibliography of approximately 120 items grouped according to module is included. (JB)

**ED 348 909** HE 025 730  
Helping Adults Learn. Facilitator's Guide.

California State Univ. and Colleges, Long Beach. Office of the Chancellor.  
Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—89  
Note—172p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see HE 025 729-732.

Available from—CSU Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$55.00 for complete set).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Academic Achievement, Access to Education, Adult Development, Adult Education, \*Adult Educators, Adult Learning, Adult Programs, \*Adult Students, Ancillary School Services, Higher Education, Nontraditional Students, Teacher Role, Teacher Workshops

Identifiers—California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This publication is a guide for those planning and facilitating a "Helping Adults Learn" Workshop designed to assist higher education faculty and staff in promoting greater access and success for adult learners in higher education. An overview of the workshop describes the purpose, goals (to increase understanding of theory and research on adult learning, to assess the impact on adults of current institutional services and programs, to promote improved services and programs for adult learners) and objectives. An opening section discusses the role of the facilitator including responsibilities, materials, and planning tips. The workshop consists of four modules, each with its own section of the guide and covering: an introduction and overview; (2) characteristics of the adult learner; (3) facilitating adult learner success: designing programs; (4) facilitating adult learner success: designing instruction; and (5) facilitating the next steps: the needed resources. Each section outlines that section's objectives and suggests activities including worksheets for individual and small group activities. Appendix A contains sample agendas for a 6.5-hour format or an 8-hour format. Appendix B contains 14 overhead transparency masters. Appendix C contains four articles presented in the workbook for participants. Appendix D offers California State University references, and appendix E contains bibliographies totaling approximately 120 items for modules 2, 3, and 4. (JB)

**ED 348 910 HE 025 731****Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide.**

California State Univ. and Colleges, Long Beach. Office of the Chancellor; California State Univ., Hayward; California State Univ., Long Beach. Center for Innovative Programs.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—89

Note—50p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

For related documents, see HE 025 729-732. Available from—CSU Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$39.00 for set). Appendix A not available for filming.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Access to Education, Adult Education, Adult Educators, Adult Learning, Adult Programs, \*Adult Students, \*Ancillary School Services, Higher Education, Resource Materials

Identifiers—California State University Hayward, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection, Student Handbooks, Student Surveys

This guide, based on a project to improve services to adult learners at the California State University (CSU) Hayward campus, is designed to help faculty become more aware of the needs of adult learners and to promote the changes that will help institutions in the CSU system to meet those needs. The guide serves as a summary overview of key issues related to institutional support for adult learners, and how this campus is responding to those issues. Part 1, "Support Services for Adult Learners," presents the issues related to adult learner needs and support services, noting the ones that are already offered or planned and which may be adaptable to other institutions. The succeeding parts each focus on particular facets of the project which is the basis for this guide: Part 2: "Inventory of Student Services"; Part 3: "The Student Survey"; and Part 4: "The Student Handbook." In each case, the purpose and goals are discussed, followed by a brief review of the procedures implemented. Where feasible, the actual instruments used or documents produced in completing that facet of the project have been included for inspection. The last part of the guide, part 5, "Project Evaluation," presents a brief summary of the project outcomes. (JB)

**ED 348 911 HE 025 732****The Adult Learner in Higher Education. A Resource and Planning Guide.**

California State Univ. and Colleges, Long Beach. Office of the Chancellor.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—89

Note—346p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

For related documents, see HE 025 729-731. Available from—CSU Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$42.00).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Academic Achievement, Access to Education, Adult Development, \*Adult Education, Adult Educators, Adult Learning, Adult Programs, Adult Students, Ancillary School Services, Curriculum Design, Delivery Systems, \*Educational Research, Experiential Learning, Higher Education, Independent Study, Prior Learning, Resource Materials, Teaching Methods

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This planning guide and collection of resources is designed to help higher education faculty become more aware of current research and thinking on adult learning and to participate actively in institu-

tional changes that make campuses, particularly in the California State University system, better able to meet the needs of adult students. Each of 11 modules in three parts focuses on a particular facet of the adult learner, and provides practical suggestions for addressing adult learner needs. Following an overview section which describes andragogy, the theory and practice of teaching adults, part I, "Adult Learners and Their Needs," contains the following sections: module 1: "The Adult Learner: Research and Implications"; module 2: "Developmental Needs of the Adult Learner"; module 3: "Educational Needs of the Adult Learner." Part II, "Institutional Strategies for Meeting the Needs of Adult Learners" includes modules 4 through 7, namely: "Providing Support Services for the Adult Learner"; "Facilitating Progression through Recognition of Prior Learning"; "Designing Curricula for the Adult Learner"; and "Instructional Delivery Options for the Adult Learner." Part III addresses individual strategies and includes module 8: "Providing Opportunities for Self-Directed Learning"; module 9: "The Importance of Experiential Learning"; module 10: "Effective Strategies for Teaching Adults"; and module 11: "Resources." An index is included as is a bibliography of about 120 items. (JB)

**ED 348 912 HE 025 733****Strategies for Instructional Development. A Resource and Planning Guide.**

California State Univ., Long Beach. Center for Innovative Programs; State Univ. of New York, Buffalo. Regional Economic Assistance Center.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—89

Note—207p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—CSU Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$32.00).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Curriculum Development, Educational Objectives, Educational Planning, Educational Research, Higher Education, Instructional Design, \*Instructional Development, \*Models, Needs Assessment, Outcomes of Education

Identifiers—\*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This guide is designed to help teachers and administrators in higher education who are responsible for developing courses and other instructional products to become more aware of current research and thinking on systematic instructional development. Taken together, the five modules of the guide present a model for planning instruction and offer a set of activities to explore how this process can be adapted to both the academic and corporate environments. Each module of the guide focuses on a particular facet of systematic instructional development, and provides practical suggestions for addressing institutional requirements and learner needs in each step of the process. The basic phases of the process provide the overall structure for the guide. Where issues are considered controversial, opposing points of view have been included. In some modules articles have been included at the end to provide additional depth. The titles of the five modules are as follows: (1) "A systematic Approach to Instructional Development"; (2) "Assessing the Needs of Learners"; (3) "Formulating Objectives that Encourage Achievement"; (4) "Assessing the Outcomes of Instruction"; and (5) "Designing Activities that Facilitate Learning." An index and reference list of 76 resources are provided. (JB)

**ED 348 913 HE 025 749****The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report.**

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—June 89

Note—30p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affil-

ates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$6).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Affirmative Action, Employment Interviews, \*Faculty Recruitment, Guides, Higher Education, \*Personnel Selection, Program Development, Search Committees (Personnel), State Universities, Teacher Orientation, Teacher Recruitment, Teacher Selection, Workshops

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This report presents issues and highlights from a California State University (CSU) workshop that had the following goals: (1) to present effective recruitment strategies and programs, including those for minorities, women, and the disabled, which have been employed on a CSU campus and which could be of benefit to others; and (2) to model faculty recruitment workshops which could be adapted for use on campuses. Topics covered in the workshop presentations included affirmative action in recruiting, generating a pool of faculty candidates, methods and approaches for recruiting in the national market, the role of the university administration, inter-institutional recruitment strategies, selling the campus to the candidate, and orienting the new faculty member to the school. Ideas on producing a campus handbook about faculty recruitment are also provided, as well as a sample of a campus interview schedule. Suggestions for sponsoring similar workshops are provided, and a list is offered of several controversial recruiting issues and questions. (GLR)

**ED 348 914 HE 025 751****Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee.**

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—Nov 90

Note—55p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$7).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Persistence, Admission (School), \*Asian Americans, College Instruction, Curriculum Development, Educational Environment, English (Second Language), Equal Opportunities (Jobs), Ethnic Discrimination, Higher Education, Limited English Speaking, Outreach Programs, State Universities, Student Characteristics, \*Student College Relationship, \*Student Needs, \*Student Problems, Student Subcultures

Identifiers—California, California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This report provides insights into the problems and needs of Asian Pacific Americans (APAs) in the California State University (CSU) and presents 29 recommendations which address these issues. Following an introductory section, section II presents a brief overview of the history, demographics, and higher education participation of APAs. Section III discusses the major outreach and admissions issues facing APA students, including the unmet needs of immigrant students who have limited English proficiency and the underserving of certain APA subpopulations. Section IV addresses campus climate and retention issues. Section V discusses issues related to curriculum and instruction; among these are the need for Asian Pacific American studies, the need to diversify the curriculum, and the underrepresentation of APAs in the teaching profession. The unmet English-as-a-Second-Language needs of immigrant students are described in section VI; and section VII examines the misconception that APA faculty and staff are not underrepresented in the CSU and, therefore, no longer face employment dis-



crimination. Finally, section VIII summarizes the recommendations of the reporting committee. Contains a 52-item bibliography. (GLR)

**ED 348 915** HE 025 752  
**Policies and Practices To Meet the Needs of Older, Part-Time Students.**

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—Mar 90

Note—28p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$8).

Pub Type—Opinion Papers (120)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Access to Education, Admission (School), College Instruction, College Students, Curriculum Development, Educational Environment, \*Educational Planning, \*Educational Policy, Educational Trends, Ethnic Groups, Graduate Study, Higher Education, Institutional Mission, \*Nontraditional Students, \*Part Time Students, Policy Formation, State Universities, Student Financial Aid, \*Student Needs, Undergraduate Study

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This report presents 14 recommended policies and related practices aimed toward meeting the needs of older, part-time students attending California State University (CSU) campuses. Focus is placed on part-time students who are 25 years of age and enrolled in less than 12 semester units, in undergraduate or graduate degree programs. The report also provides an overview of the change being experienced in the general U.S. population, in the California population, and within the California State University, specifically the trend toward older students who are more diverse in ethnic makeup, and with special learning and employment demands. The 14 recommended policies and practices include the following areas: (1) developing an addition to the CSU mission statement regarding nontraditional students; (2) conducting and documenting a needs assessment; (3) creating an ethnic representation on campus; (4) providing programs for ethnic student needs; (5) developing nontraditional student recruitment and admissions procedures; (6) awarding financial aid in a more flexible fashion; (7) providing sufficient numbers of courses and locations to complete degree requirements, providing support services to encourage degree completion, and providing alternate credit-bearing programs when needed; (8) providing greater access to academic programs and resources; (9) supplying contract education programs; and (10) working with faculty and staff to meet and support the educational needs of nontraditional students. (GLR)

**ED 348 916** HE 025 753

Galligani, Dennis J.

**Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program.**

California Academic Partnership Program.

Pub Date—90

Note—111p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$12).

Pub Type—Reports - Evaluative (142)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—College Bound Students, College Preparation, \*College School Cooperation, \*Cooperative Programs, \*Curriculum Development, \*Curriculum Enrichment, Educational Cooperation, Ethnic Groups, Higher Education, \*Institu-

tional Cooperation, Intermediate Grades, Minority Groups, Program Development, Program Evaluation, Qualitative Research, Secondary Education, State Universities, Student Recruitment, Teamwork

Identifiers—California, California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This document contains two studies of California curriculum enhancement projects designed to develop academic partnerships between secondary and postsecondary institutions and improve the academic preparation of students. The first study provides a qualitative evaluation of 20 projects funded by the California Academic Partnership Program (CAPP) during the first funding cycle (1984-1987). It examines characteristics which contribute to effective partnerships, successful methods for achieving curriculum enhancement goals, methods for reaching specific CAPP project goals, and unintended outcomes. It also outlines recommendations for effective partnership relationships. The second study emphasizes CAPP's role in motivating students underrepresented in postsecondary education due to historical, economic, or geographic factors, and describes a set of 10 curriculum enhancement projects. This study's findings focus on effective administrative structures, promoting faculty-to-faculty interactions, enhancing school curriculum, communicating effectively, involving parents, sharing costs, and ensuring institutionalization. It also concludes with recommendations for effective partnership development. Appendices include California Assembly Bill 2398, lists of CAPP curriculum enhancement projects, and materials used in program evaluation. Contains 14 references. (GLR)

**ED 348 917** HE 025 754

Serpe, Richard T. And Others

**CSU Faculty Workload Study. Final Report.**

California State Univ., Fullerton. Social Science Research Center.

Pub Date—30 May 90

Note—367p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$22).

Pub Type—Reports - Research (143)

**EDRS Price—MF01/PC15 Plus Postage.**

Descriptors—Administrator Attitudes, \*College Faculty, College Instruction, Colleges, Comparative Analysis, \*Department Heads, Ethnic Groups, \*Faculty Workload, Higher Education, \*Job Satisfaction, \*Part Time Faculty, Sex Differences, State Universities, Teacher Attitudes, Teaching Conditions, Universities

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This report presents findings of a study that compared faculty workloads and the activities of department chairs and temporary faculty both within and between the California State University (CSU) 20 campus system and a comparable set of institutions (n=35) located throughout the United States. Study findings address the following issues: permanent and temporary faculty hours worked and allocation of time to activities; permanent and temporary faculty research, creative, and professional activities; permanent and temporary faculty teaching load and teaching activities; department chairs' hours worked and time allocations; comparison of chairs' research and creative activities; chairs' teaching load and teaching activities; chairs' evaluations of faculty satisfaction and wants; gender differences in faculty workload; and ethnic differences in faculty workload. Included among the findings are the following items: (1) estimates regarding the length of the work week are extremely varied; (2) regardless of rank, greater levels of dissatisfaction were reported by CSU faculty for institutional support for workload; (3) CSU faculty spent considerably less time performing or giving exhibitions in the fine arts than the national sample did, regardless of the size of institution; and (4) CSU faculty spent a significantly greater percentage of time on instructional paperwork and research and scholarly activities across the ranks. Appendices include administrative forms and discipline category analy-

ses. (Contains 48 references.) (GLR)

**ED 348 918** HE 025 755

**Support Budget 1991-92.**

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—[90]

Note—119p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$5).

Pub Type—Opinion Papers (120) — Numerical/Quantitative Data (110)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—Ancillary School Services, \*Budgets, Educational Facilities, Educational Finance, Enrollment, Expenditures, Higher Education, Income, \*Operating Expenses, Program Budgeting, \*Resource Allocation, \*State Universities

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This report presents a proposed budget for the California State University (CSU) system (1991-92) which concentrates on three critical needs: financing enrollment increases; staffing new facilities; and restitution of funds removed from the basic budget for 1990-91. The budget proposal represents \$1.94 billion, 13.7 percent over 1990-91, on predicted enrollments of 279,020 full-time equivalent students, and consists of two parts. The first, totalling \$1.9 billion, projects costs for approved programs at existing levels of support, and is based on enrollment forecasts, estimated cost of essential plant growth, and inflation, as well as the restoration of the unallocated reduction of \$36 million imposed on the CSU in the resolution of the 1990-91 budget. The second part provides for an increase of 1.8 percent and includes a list of Program Change Proposals totalling \$30 million. Also included is an increase in the State University Fee of approximately 3 percent. The budget information is categorized as follows: systemwide requirements (with data on instruction, public service, academic support, student service, institutional support, provisions for allocations, independent operations, and receipts); systemwide offices; systemwide provisions; special funds; and auxiliary organizations. (GLR)

**ED 348 919** HE 025 756

Harris, Olita D. Ed.

**From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988).**

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—Nov 88

Note—37p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$6).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*College Outcomes Assessment, \*Educational Assessment, Educational Planning, Educational Policy, General Education, Higher Education, Instructional Effectiveness, \*Models, Outcomes of Education, School Effectiveness, Science Education, State Universities, \*Student Evaluation, Undergraduate Study, Writing Evaluation

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This account of the proceedings documents a systemwide conference on student outcomes assessment intended to provide an opportunity for all California State University (CSU) campuses to share in the discussion of development and implementation of assessment program models. The document provides a sampling of the presentations and

discussions that occurred. Topics include the policy environment for student outcomes assessment, the need for a consensus in student outcomes assessment, assessment in interdisciplinary general education, and the administrator's perspective. Also provided are presentations on student outcomes assessment in math and the natural sciences, the social and behavioral sciences, economics, writing, and theater arts. Finally, the future challenges surrounding student outcomes assessments are presented for both the state of California and the campuses, stressing the importance of the role of assessment in improving teaching and learning. (GLR)

ED 348 920

HE 025 757

Cooper, James And Others

**Cooperative Learning and College Instruction: Effective Use of Student Learning Teams.**

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—90

Note—56p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$14).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Instruction, \*Cooperative Learning, Grouping (Instructional Purposes), Higher Education, \*Instructional Innovation, Inter-group Relations, Learning Activities, Peer Teaching, Program Implementation, Self Directed Groups, Small Group Instruction, \*Teaching Methods, Teamwork

Identifiers—\*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This workbook presents guidelines and information on the use of cooperative learning (an instructional technique that requires students to work together in small, fixed groups on a structured learning task) and the development and implementation of student learning teams in postsecondary education. The workbook covers: (1) a definition of cooperative learning, evidence of its importance as an educational strategy for college instruction, and the advantages of applying cooperative learning at the college level; (2) features that characterize cooperative learning (e.g., positive interdependence and individual accountability); (3) the issues and decisions that need to be considered before beginning the first class meeting using a cooperative learning approach; (4) experimental applications of cooperative learning that can be implemented while still maintaining the classroom structure; (5) incorporation of cooperative learning strategies into classes which use more traditional formats such as lecture and discussion; (6) concerns about cooperative learning; and (7) an analytic review and synthesis of the key instructional elements which characterize the cooperative learning method and contribute to its educational effectiveness. Appendices include a sample of cooperative learning exercises in the area of research methods in education. Contains a 70-item bibliography. (GLR)

ED 348 921

HE 025 758

Rabito, Neil

**Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986.**

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—Aug 88

Note—66p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. Original printed on colored stock which may affect reproducibility.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$11).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, \*College Instruction, Comparative Analysis, Educational Quality, Excellence in Education, Higher Education, \*Instructional Improvement, \*Performance Factors, Persistence, \*Program Effectiveness, Program Evaluation, \*Program Improvement, Questionnaires, State Universities, Surveys, Teacher Attitudes

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This report examines the long-term impact of Academic Program Improvement (API) grants made from 1980 to 1986 at the California State University (CSU), by assessing the factors that contributed to or inhibited permanent adoption of successful innovations. Questionnaires from and interviews with project directors and administrators associated with funded projects served as data sources. Findings showed that projects which have had the greatest persistence were those with strong, aggressive faculty leadership and committed administrative support. These projects also involved activities which were compatible with established campus goals and were perceived by the campus faculty as obviously beneficial. Faculty apathy or opposition, low-level leadership, lack of persistence, and expense all contributed to project failure. The results revealed a need to address ways of reducing the gap between project success and persistence and ways of improving project dissemination efforts. The length of API funding did not appear to be an important factor in project persistence. Overall, it was determined that 56% of the projects persisted and did contribute to enhancing the instructional effectiveness at CSU. Appendices, which comprise the bulk of the report, include data on API grant activity and background data. (GLR)

ED 348 922

HE 025 759

Arena, Nancy J., Ed.

**Internationalizing Undergraduate Education:**

**Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986).**

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—87

Note—40p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, CSU Chancellor's Office, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$7).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cross Cultural Studies, \*Curriculum Development, Educational Planning, \*Global Approach, Higher Education, Institutional Mission, \*International Education, Language Role, School Business Relationship, Student Development, \*Undergraduate Study

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This report presents highlights of a conference designed to assist California State University campuses in efforts to internationalize their institutions. The conference addressed the following aspects of international education: introduction of appropriate international content and global awareness of the teaching-learning process; internationalization of an institution in its roles of teaching, research, and public service; generation of commitment and organization; better integration of the several international strands of an institution with the goal of maximizing the fulfillment of its international mission; more effective integration of foreign languages and international studies in the curriculum; methods of innovation and creation of cooperative partnerships with business and other major segments of the community; and meaningful contributions to the global education of school teachers and children before they reach postsecondary education. Transcripts of two presentations are presented: "Internationalizing Undergraduate Education and the National Interest" (Sven Groennings) and "The Role of Foreign Languages in Internationalizing Undergraduate Education" (Richard Brod). Appendices include the conference program, a participants list, and evaluation information. Contains a 74-item bibliography. (GLR)

ED 348 923

HE 025 760

Chapman-Ashley, Lee And Others

**Returning to College: A Resource and Planning Guide for CSUH Adult Students.**

California State Univ., Hayward.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—89

Note—104p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Adult Learning, \*Adult Students, Career Development, College Students, Higher Education, Learning Problems, Learning Strategies, \*Nontraditional Students, \*Reentry Students, Stress Management, \*Student Adjustment, Student Financial Aid, Time Management, Undergraduate Study

Identifiers—California State University Hayward, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This guidebook is for adult students at California State University, Hayward (CSUH) who are entering or returning to higher education. The guide discusses the common obstacles facing adult learners; ways to prepare an academic action plan; learning how to learn; becoming a self-directed learner; managing stress and time; dealing with math anxiety; and taking stock of specific learning skills, such as reading, note taking, writing papers, studying, and preparing for tests. Additional topics covered include the CSUH library, the use of personal computers, student financial aid, and information on preparing for a future career. Activities are included with most topics to help guide the student through the various steps in gaining empowerment and knowledge. Some topic areas have references to additional reading materials. The appendix contains a map of the CSUH campus. (GLR)

ED 348 924

HE 025 761

MacDougall, Mary Ann And Others

**Cultural Anxiety of Chinese and U.S. Students.**

Spons Agency—Pacific Cultural Foundation, Taipei (Taiwan).

Pub Date—Apr 92

Note—27p; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, CA, April 20-25, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Anxiety, Chinese, College Students, Comparative Analysis, Construct Validity, Content Validity, \*Cross Cultural Studies, Cultural Context, Cultural Influences, Evaluation Methods, Foreign Nationals, \*Foreign Students, Higher Education, Questionnaires, Research Methodology, Statistical Analysis

Identifiers—\*Chinese People

This paper discusses the development of a Cultural Anxiety Scale (CAS) for Chinese students studying in the United States. One hundred items were developed using the anxiety research literature, a survey of research on stress and anxiety among college students, and Chinese cross-cultural studies. Face, construct, and content validity analysis were performed. Three CAS versions in Chinese and English (Forms A and B) were administered. The first version was all English and administered to U.S. students (N=50) only; the second and third versions were tested on bilingual students (N=50). Both forms were then administered to 206 U.S. students and 221 Chinese students (in Taiwan). Data analysis (t-test) indicated significant differences between nationality on Forms A and B and no significant differences between gender. In addition, no statistically significant results were found when comparing the mean cultural anxiety of U.S. students between Forms A and B, however, statistically significant results were found in Chinese anxiety between the two forms. It was determined that because two forms were developed for the study, shades of meaning were being revealed in cultural validity. Attachments include the final versions of Forms A and B in English and Chinese

RIE JAN 1993

translations and the item means and standard deviations. Contains 43 references. (GLR)

# **ED 348 925** HE 025 762

Baird, Leonard L.

## **The Stages of the Doctoral Career: Socialization and Its Consequences.**

Pub Date—20 Apr 92

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For related document, see HE 025 763.

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

### **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attitude Change, Comparative Analysis, \*Doctoral Programs, \*Graduate Study, Higher Education, Interpersonal Relationship, Peer Relationship, Research, Skill Development, \*Student College Relationship, \*Student Development, Student Experience, \*Student Reaction, \*Teacher Student Relationship

Identifiers—University of Illinois

This study compared doctoral students at three stages of their graduate career in the areas of relations with faculty, relations with peers, emphases of classes and other program experiences, personal gains due to the program, and attitudes toward the program. A sample of 596 doctoral students at the University of Illinois (Chicago) were surveyed in 1991. Analysis revealed that more advanced doctoral students reported greater access to faculty, closer working relations, and greater value from their interactions with faculty. They also reported greater involvement with other graduate students and in research. They also indicated less involvement with people, concern for interpersonal issues, obtaining information from others, using gut feelings, and a narrowing of cultural interests. More advanced students were also more positive about the clarity and value of their experiences in their programs, and indicated greater gains in gathering and testing information, while simultaneously expressing less interest in listening with an open mind. The results support the idea that doctoral education consists of different stages, each with its characteristic intellectual and interpersonal demands and opportunities. Contains 13 references. (GLR)

# **ED 348 926** HE 025 763

Baird, Leonard L.

## **The Changing Atmosphere for Research among Graduate Students.**

Pub Date—20 Apr 92

Note—10p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For related document, see HE 025 762.

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

### **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change, \*Context Effect, Costs, Doctoral Programs, Federal Aid, \*Financial Support, \*Graduate Study, Higher Education, \*Program Budgeting, Research, Student Publications, \*Student Research

This paper argues that both the place of research in graduate education and the conception of research inculcated in students have changed and that research among graduate students has become a "luxurious necessity." The paper considers: (1) the traditional role of research in doctoral education; (2) the changing nature of student finances and support; (3) the changing support for research; and (4) the changing need for research experience and publications as a job requirement. It is argued that the elements of recent experience of graduate students come together to make research activity extremely important for entrance and advancement in careers, while at the same time making research more costly and difficult for the student. The temptation may be strong under these conditions to do research as quickly and inexpensively as possible, with the greatest number of rewards as are feasible. Expensive research topics requiring costly and lengthy efforts may be avoided, especially if the topic is unfashionable. It is suggested that research needs to be done on the understanding of research that graduate students have, on faculty views of research, and on the role of research in graduate education. Contains 19 references. (GLR)

# **ED 348 927** HE 025 764

Donley, Jan

## **Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Under-**

### **prepared College Students.**

Pub Date—20 Apr 92

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Reports - Descriptive (141)

### **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, Comparative Analysis, Higher Education, Instructional Effectiveness, Learning Activities, \*Learning Strategies, Postsecondary Education, Reading Comprehension, \*Reading Improvement, \*Reading Strategies, \*Remedial Instruction, Research Methodology, Skill Development, Student Improvement, Student Reaction, \*Study Skills

This study examined the differential effects of a course-based treatment (i.e., students' direct application of reading strategies to their own college texts) versus a content-based treatment (i.e., student application of reading strategies to texts provided in the reading class) on various measures of student achievement and psychological functioning related to academic learning. The study involved 47 college students at North Carolina State University and incorporated a quasi-experimental, two group, two observation (pretest/posttest) design. Students were taught and practiced using the PROR (Pre-read-Read-Organize-Review) textbook reading strategy. Overall, students from both the course- and content-based treatment groups reported positive attitudes towards the course and the PROR strategy, showed gains in their learning skills, and also indicated that they were using and would continue to use the PROR strategy for their textbook reading assignments. However, students in the course-based group were more likely to be using each component of PROR, and it was found that this group used the reading strategy more in other courses. Contains 28 references. (GLR)

# **ED 348 928** HE 025 765

Zulich, Jan L. And Others

## **Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community.**

Pub Date—20 Apr 92

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

### **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, College Faculty, \*Dialog Journals, Evaluation, Higher Education, \*Multicultural Education, Secondary School Teachers, \*Speech Communication, \*Student Journals, \*Teacher Response, Teacher Role, \*Teacher Student Relationship

This paper reports on a content analysis study of the dialogue in student-professor dialogue journals with a focus on professors' responses to student journal entries. Nine journals were kept by a multicultural sample of eight preservice secondary teachers and their three professors. The researchers applied Tannen's (1990) theory of symmetry in conversations to discover the extent to which the responses from professors reduced students' feelings of isolation as they progressed through the various stages of the certification program. It was found that the tone of student journals dictated professors' responses. However, the professors did not take the symmetrical role of co-learners in their conversations with students. Rather, they maintained a more distant professor-as-expert stance in their responses. The study also explored the issue of how best to handle student-professor dialogue journal reflection with a focus on individual cases. (Contains 33 references.) (GLR)

# **ED 348 929** HE 025 766

## **Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide.**

Department of Education, Washington, DC.

Pub Date—92

Note—67p.

Pub Type—Guides - Non-Classroom (055)—Reference Materials - Directories/Catalogs (132)

### **EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—College Bound Students, Counseling, \*Eligibility, \*Federal Aid, Financial Aid Applicants, \*Financial Support, Grants, Guidelines, Higher Education, Loan Repayment, \*Paying for College, \*Student Financial Aid, \*Student Loan

Programs, Student Responsibility, Work Study Programs

Identifiers—Pell Grant Program, Perkins Loan Program, Stafford Student Loan Program

This guide provides information to college-bound students on the Federal student aid programs that are available and how to apply for them. General information covers the student eligibility requirements, financial needs, dependency status, and steps for applying for financial assistance. In addition, any special circumstances that exist, deadlines, and telephone numbers are supplied. The guide continues with descriptions of various grants, work-study programs, and loans including Pell Grants, Perkins and Stafford Loans, campus-based programs, and supplemental loans. In addition, the borrower's responsibilities and rights are outlined as are questions applicants should ask themselves before deciding to borrow, such as how much debt is affordable and the prospects for loan consolidation. Finally, the guide discusses Federal financial aid for those who participated in Desert Shield/Storm. (GLR)

# **ED 348 930** HE 025 767

Hartman, Hope J.

## **Thinking about Learning from the Perspectives of Bruner and Ausubel.**

Pub Date—17 Aug 91

Note—27p; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Guides - Classroom - Teacher (052)

### **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cognitive Processes, Higher Education, \*Learning Theories, Student Journals, \*Teacher Education, \*Teaching Methods, Teaching Skills, \*Thinking Skills

Identifiers—\*Ausubel (David P), \*Bruner (Jerome S), Triarchic Theory of Intelligence (Sternberg)

This paper describes a teacher preparation instructional unit on the "Structure of Knowledge" that was designed to help students learn to think like Jerome Bruner and David Ausubel rather than merely acquire knowledge about them, while simultaneously improving students' thinking skills. The unit used Sternberg's triarchic theory to identify thinking skills and to plan instructional activities intended to help students think more intelligently about their academic work. The goals of the instructional unit were for students to: (1) use their knowledge about Bruner and Ausubel; (2) gain experience in assessing and preparing instructional materials; and (3) improve their intellectual skills within the contexts of both learning and teaching. The unit was tested with 23 college students enrolled in "Human Learning and Instruction" in which all students were required to keep a journal about out-of-class teaching episodes in which they connect course concepts with their own teaching experience. There were three primary learning activities in the unit: representation preference essays; handout analysis; and handout design. Unit evaluation data showed that students found all three instructional activities worthwhile and that the unit succeeded in helping students think like the theorists. The appendix includes background information on Bruner's and Ausubel's theories and Sternberg's triarchic theory of intelligence, a lesson plan, and handouts. (GLR)

# **ED 348 931** HE 025 768

Jarvis, Peter

## **Paradoxes of Learning: On Becoming an Individual in Society.**

Report No.—ISBN-1-55542-448-1

Pub Date—92

Note—272p.

Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010)—Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Adult Education, \*Cognitive Development, Cognitive Processes, Continuing Education, Cultural Influences, Higher Education, \*Individual Development, Individualism, \*Learning Experience, Learning Theories, \*Lifelong Learning, \*Social Experience, \*Social Influences, Sociocultural Patterns

This book explores how learning is the lifetime quest to understand personal identity, purpose, and meaning while conforming and adapting to the perceived and real confines of a paradoxical society. It examines the complex social experience of learning, revealing how culture, gender, race, and other soci-



etal factors shape and mold an individual's identity and ability to function in relationships which are the basis of all learning. Part 1 outlines the social context within which learning occurs. Chapters examine the process of becoming a self in society, showing how both mind and self are socially learned phenomena; develops theories of learning and action and points out the complex relationship between them; and outlines some of the contradictions of individual and social interest. Part 2 examines certain of the paradoxes in more detail, taking up themes central to the history of human thought. Chapters treat the topics of personhood; authenticity, freedom, and free will; being and having; meaning and truth; aging and changing; the political aspect of learning; and the ramifications of the preceding discussion for teaching and education. Contains approximately 200 references and an index. (GLR)

**ED 348 932** HE 025 844  
Rhem, James, Ed.

**The National Teaching & Learning Forum, Volume 1, 1991-92.**

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development; Rhem (James) & Associates, Inc., Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-1057-2880

Pub Date—92

Contract—R188062014

Note—74p.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 (One-year subscription: \$39).

Journal Cit.—National Teaching & Learning Forum; v1 n1-6 1991-92

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Classroom Research, Cognitive Style, Computer Assisted Instruction, Cooperative Learning, Discussion (Teaching Technique), Dyslexia, Educational Methods, \*Educational Practices, Faculty Development, Higher Education, Instructional Improvement, Library Instruction, Metacognition, Multicultural Education, Teacher Education, \*Teacher Effectiveness, Teacher Student Relationship, \*Teaching Methods

Identifiers—American Association for Higher Education

Volume One of this 12 page newsletter includes six issues. Typical features include: a lead article; Research Watch; ERIC Tracks; Case Studies; Case Study Responses; Curriculum; Teaching Assistants (TA) Forum; and Profile (personal and Programmatic). Major articles included in volume one are: "Faculty and Students: Different Ways of Understanding" (John Stephens Crawford); "Cognitive Apprenticeship: Teaching Inside Out" (Allan Collins et al.); "Time Travel: Personalizing the Eighteenth Century through a Personal Computer"; "ERIC Tracks: Learning Styles: Theory and Practice" (Judi Conrad); "Handbooks for TAs: An Overview and Some Suggestions for Using and Improving Them" (Mary Bort); "The Courage to Teach" (Parker J. Palmer); "Scholarly Teaching: From Image to Pitfalls" (Chris Nash); "Effective Teaching for Dyslexia (and Everyone Else)"; "Forming a Center for Teachers"; "Cognitive Apprenticeship II: Modeling Metacognition"; "Visual Literacy"; "An Anatomy of Boredom" (George E. Savage); "Laying the Groundwork for Class Discussions" (Forest Hansen); "ERIC Tracks: Cooperative Learning: Theory and Practice" (Karl Smith and Judi Conrad); "Sitting in on AAHE's (American Association of Higher Education) Forum on Exemplary Teaching"; "The Enriched Syllabus: To Convey a Larger Vision" (Howard Gabenetsch); "Thinking All Over the Brain"; "A Paradigm Shift in Instructional Development"; "The Library and the Classroom: Old Neighbors-New Friends"; "Diversity and Learning Theory"; "Tests: Scratching for Grades"; "ERIC Tracks: Multicultural Education: Theory and Practice" (Judi Conrad); "Case Studies: The Case of the Miss Spellings (?) (Kay Herd); "Case Study Responses" (Timothy Riordan and Kim Landon); "Classroom Assessment/Classroom Research: Four Years Into a Hands-On Movement"; "Research Watch: The Learning Cycle: Has Its Time Come Again?"; "Steps in the Learning Cycle"; "How to Improve Teaching with Learning-Centered Evaluation" (William Cerbin);

"Programs: 'Who's Teaching the Teachers?'; and Viewpoint: 'Reflections on The Teaching Art'" (William Vitek). (DB)

## IR

**ED 348 933** IR 015 572  
**The Commonwealth of Learning: A Compendium of Activities.**

Commonwealth of Learning, Vancouver (British Columbia).

Pub Date—Aug 91

Note—49p.; For the 1990 annual report, see IR 015 573.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, Developed Nations, Developing Nations, \*Distance Education, Foreign Countries, Higher Education, \*International Programs, \*Telecommunications

Identifiers—Africa, Asia, \*British Commonwealth, Canada (West), Caribbean, \*Commonwealth of Learning, South Pacific

The Commonwealth of Learning (COL), headquartered in Vancouver, British Columbia, encourages opportunities for learning throughout the British Commonwealth through distance education and the application of communication technologies to education, and provides activities for strengthening member countries' economic and social development. Functions and objectives of COL in distance education are: creation and development of programs in member countries; channelling resources to projects; consultancy services; staff training; facilitating inter-institutional communication links; evaluation and research; acquisition and delivery of teaching materials; adaptation and development of academic materials; local support to students; and recognition of academic credit. The five major sections of this compendium are: (1) regional—Africa, Asia, Caribbean, South Pacific and other; (2) Pan-Commonwealth issues and events—accreditation, environment, fellowships, scholarships and bursaries, student record management systems, and women in development; (3) functional areas—information services, materials acquisition and development, continuing professional education, technologies and telecommunications, and training for distance educators; (4) listing of conferences, meetings, and symposia since COL's inception in 1989; and (5) reports produced by and for COL. A glossary of abbreviations and acronyms is included. (ALF)

**ED 348 934** IR 015 573  
**The Commonwealth of Learning: A Year of Consolidation. Annual Report 1990.**

Commonwealth of Learning, Vancouver (British Columbia).

Pub Date—91

Note—29p.; For a compendium of activities, see IR 015 572.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, Annual Reports, Developed Nations, Developing Nations, \*Distance Education, Foreign Countries, Higher Education, \*International Programs, \*Telecommunications

Identifiers—Africa, Asia, British Columbia, \*British Commonwealth, Caribbean, \*Commonwealth of Learning, South Pacific

The Commonwealth of Learning (COL) promotes access to learning between universities and other educational institutions throughout the British Commonwealth through distance education and the application of communication technologies. Functions and objectives of COL in distance education are: creation and development of programs in member countries; channelling resources to projects; consultancy services; staff training; facilitating inter-institutional communication links; evaluation and research; acquisition and delivery of teaching materials; adaptation and development of academic materials; local support to students; and recognition of academic credit. Highlights of this annual report for 1990 focus on: (1) training in distance education techniques; (2) materials acquisitions and development; (3) technologies and telecommunications; (4) information and consultancy services; (5) continuing professional education; (6) women in development; and (7) environment. An auditor's report and a listing of members of the Board of Governors and

staff are appended. (ALF)

**ED 348 935** IR 015 576  
Olson, John

**Computers and Conceptual Change.**

Pub Date—Mar 92

Note—14p.; Paper presented at the International Conference on Technology and Education (9th, Paris, France, March 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Computer Simulation, \*Concept Formation, Elementary School Science, \*Elementary School Students, Foreign Countries, Intermediate Grades, \*Microcomputers, \*Science Instruction, Student Attitudes, Teaching Methods

Identifiers—Learning Environments

A systematic study was conducted with a group of 10- to 12-year-olds using computer assisted instruction in a unit on fire which included a computer simulation of combustion. Three research questions were addressed to learn more about how the computer experience challenged the students' preconceptions: what the students thought the computer knew, what they knew about burning, and how they learned from the computer. Sixteen students were interviewed about the actual study of combustion (by putting candles in jars) and the simulation of this process on the computer, and their attitudes toward classroom experiments versus computer simulation were noted. The students' responses were analyzed to examine the interaction between real and simulated science experiments and ways in which each can be used to stimulate concept formation and conceptual development in science. Results indicate that teaching methods that rely solely on computer simulation may overlook the fact that students have preconceptions concerning science which must be addressed in order for learning to occur. It is concluded that, although simulations can contribute to conceptual change, they must be used in conjunction with traditional teaching methods. (DB)

**ED 348 936** IR 015 577  
Braswell, Ray Brown, Jennifer

**Use of Interactive Videodisc Technology in a Physical Education Methods Class.**

Pub Date—Apr 92

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Correlation, Higher Education, Hypermedia, \*Interactive Video, \*Learner Controlled Instruction, \*Microcomputers, \*Physical Education, Preservice Teacher Education, \*Programmed Instruction, Sex Differences, Student Attitudes, Time on Task

This study examined the use of interactive videodisc technology in a physical education methods course. It was designed to: (1) evaluate the use of interactive videodisc technology by physical education majors; (2) describe the amounts and type of control utilized by learners using interactive videodisc technology in a controlled learning situation; (3) evaluate potential problems of the use of interactive videodisc technology with novice users; and (4) describe student attitudes toward the use of interactive video. Subjects were enrolled in a physical education methods course, and were studying playground equipment and use of playground equipment with physically handicapped students. After a pretest on the instructional material, subjects viewed the interactive videodisc and, through controls incorporated in the HyperCard-based computer program, were able to stop to take notes and/or to review any of the video segments. At the conclusion of the videodisc segment, subjects were tested again and the results correlated with subject actions (stopping the disk, reviewing the material, and time on task) which occurred during the viewing of the instructional material. Subject actions were also correlated by gender. Results indicated that females stopped the videodisc and reviewed segments more often, and spent more time on task than males. Subjects' scores on the posttest reflected these differences. It is concluded that the level of user control is an area that must be addressed when developing interactive videodisc materials for instruction use. (DB)

**ED 348 937** IR 015 578

RIE JAN 1993

Holznagel, Donald C.

**Distance Education Resource Directory for Northwest Schools.**

Northwest Regional Educational Lab., Portland, OR. Technology Program. Educational Research and Improvement (ED), Washington, DC.

Pub Date—1 Apr 92

Contract—RP911002001

Note—47p

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Broadcast Television, Cable Television, \*Communications Satellites, \*Computer Networks, Databases, \*Distance Education, \*Educational Planning, \*Educational Television, Electronic Mail, Elementary Secondary Education, Instructional Materials, Long Range Planning, Program Descriptions, School Districts, Telecommunications.

This guide is designed to provide information on planning assistance and available options to schools that are preparing for the use of technology for curricular improvement. The information presented here is current as of March 1, 1992, and is most relevant to school districts in Alaska, Idaho, Montana, Oregon, and Washington. The first of six technologies discussed is communications satellite television, two-way audio. This section describes organizations that produce complete courses or units of instruction in a variety of subjects and levels for students. The second technology discussed is satellite television providing one-way television programming with no interaction between receiver and sender. This section describes organizations that provide supplementary materials for use by teachers rather than full instruction in courses. The third technology considered is broadcast and cable television, which require only standard television receiving systems in the school, although a telephone line is needed for two-way voice contact for one of the services, and another offers videoconferencing as well as instructional programming. The fourth technology described encompasses computer and telecommunications services, which rely on computers, modems, telecommunications, phone lines, and electronic mail systems to provide complete courses; supplementary instruction; or information via databases, bulletin boards, and networks. Other sources of assistance are then described, including the Education Satellite Network, statewide networks such as those in Montana and Oregon, and private companies. The guide concludes with a listing of subscription publications useful in selecting instructional and inservice opportunities through distance education systems. A brief guide to planning and decision making and a glossary of terms are appended. (DB)

ED 348 938

IR 015 579

Crooks, Beryl

**The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.**

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.—PLUM-P-4

Pub Date—90

Note—16p; A product of the Programme on Learner Use of Media. Paper presented at the Tel Aviv Seminar on Educational Television Broadcasting Research in the Nineties (Tel Aviv, Israel, March 1990).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Distance Education, Educational Research, \*Educational Television, Foreign Countries, Futures (of Society), Higher Education, \*Instructional Design, Learner Controlled Instruction, Teaching Methods, Television Research, \*Videodisks, \*Videotape Cassettes, Videotape Recordings.

The teaching potential of videocassettes and videodisks are reviewed, together with an indication of when mass access is likely to rival that of broadcast television. It is argued that videocassettes and videodisks, with their focus on small groups of viewers and interaction, have far ranging consequences for instructional television design, and that the challenge to broadcast television from new television technologies lies in the control learners can exert over their viewing of the television material. Since the immediate challenge is presented by videocas-

settes, the implications that the characteristics of this technology have for television design are explored. The changes to broadcast educational television that are likely to result from the impact of the videocassette medium within the next decade are explored by means of a brief scenario. (Author/DB)

ED 348 939

IR 015 580

Becker, Henry Jay

**Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports.**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Report No.—CSOS-48

Pub Date—Oct 90

Note—47p

Pub Type—Information Analyses (070) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Comparative Analysis, Compensatory Education, \*Computer Assisted Instruction, \*Computer Managed Instruction, \*Computer Networks, Educational Media, Elementary Education, Evaluation Methods, Individualized Instruction, Microcomputers, \*Program Evaluation Identifiers—\*Education Consolidation Improvement Act Chapter 1, \*Integrated Learning Systems.

This paper reviews evaluation reports on the use of integrated learning systems (ILSs) in elementary and middle schools throughout the United States in light of the following questions: Do these systems work? Do students make more progress using an ILS than learning in "traditional" ways? Could the cost of software and equipment be better spent on smaller class size, higher teacher salaries, more print materials, inservice training in classroom management, or on training for using other innovative instructional programs? The following studies on the implementation of ILS are summarized: (1) the WICAT ILS in individual schools and Chapter I and compensatory education programs; (2) the use of Computer Curriculum Corporation (CCC) in Chapter I pull-out programs in public and parochial schools, including a 4-year study of CCC use in the Los Angeles (California) schools; (3) Jostens Learning Corporation's Basic Skills Implementation; (4) a field experiment using computers in fifth through eighth grade mathematics in 31 schools; and (5) integrated systems piloted in New York City using CCC, WICAT, ESC, Prescription Learning, Watch, Ideal, Plato, CNS, and others. The analyses show that results differ as much based on different conditions of the study as on the different software packages used; students generally do somewhat better than expected using ILSs and sometimes the results are substantially superior; and evaluation data are not sufficient for use by a school district as a basis for acquisition and investment decisions. Tables showing comparisons of the various studies are included. (ALF)

ED 348 940

IR 015 581

Whalley, Peter

**An Alternative Rhetoric for Hypertext.**

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.—PLUM-P-11

Pub Date—90

Note—17p; A product of the Programme on Learner Use of Media. Ideas first presented at a meeting of the EARLI Text Processing Special Interest Group (Amsterdam, The Netherlands, November 8-9, 1990).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Computer Assisted Instruction, Courseware, Foreign Countries, \*Hypermedia, \*Information Retrieval, \*Instructional Design, Interaction, Learner Controlled Instruction, \*Microcomputers, Multimedia Instruction, Reader Text Relationship, \*Text Structure.

This paper examines some of the theoretical and practical problems associated with the use of hypertext as a medium for teaching, and explores the positive role that it may be able to play in teaching materials. Hypertext is conventionally described as non-linear, and this aspect of non-linearity is interpreted as endowing it with many attractive features. An alternative perception is that hypertext is a fragmented text form, and hence fundamentally flawed as an expository medium. The conventional rhetoric for hypertext is based on the limited concerns of

information retrieval and attempts to subordinate linearity in the text. However, an alternative rhetoric is possible based on the aspect of hypertext which is most likely to aid learning, its malleability. An attempt is made to distinguish between the parts that can be most usefully played by linear and non-linear elements in educational texts and an idea is developed of a more general computer assisted instructional document encompassing linear prose, non-linear hypertext, and other multimedia devices. A learner controlled instructional rhetoric is possible for hypertext based on its malleability, and its use in a supplementary role within the context of a more general document form offers considerable potential for education. (15 references) (Author/DB)

ED 348 941

IR 015 593

Feder, Eric

**Colorado Distance Learning Resources: Instructional and Staff Development Programming Available to Colorado School Districts, 1992-93 School Year.**

Colorado State Dept. of Education, Denver.

Pub Date—Jan 92

Note—23p

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advanced Placement Programs, Career Education, Communications Satellites, Computer Networks, \*Distance Education, Economics, \*Educational Television, Elementary Secondary Education, Instructional Materials, Language Arts, Mathematics Instruction, Postsecondary Education, School Districts, Science Instruction, Second Language Learning, Social Studies, \*Staff Development, Telecommunications, Teleconferencing, Videotape Recordings Identifiers—\*Audiovisuals, \*Colorado, Instructional Television Fixed Service.

Colorado educators interested in expanding curricular offerings in their elementary and secondary schools and providing staff development programs to their teachers and staff have many tools at their disposal. One of the most popular is the use of distance education and other telecommunications technologies to provide courses and individual programs that would not otherwise be available. The Educational Telecommunications Unit has prepared a listing of all distance education programs available for use in Colorado school districts. The listing is organized to allow educators access to program information by course provider or by subject area. The first section is organized by provider and contains such information as courses and programs available, subscription and student fees, equipment needed, class schedules, video rights, and expectations for classroom facilitators and contact persons at each institution. The second section is organized by subject area and includes available courses and their providers. The following providers are included: Arts and Sciences Teleconferencing Service (ASTS)—Oklahoma State University, Colorado Department of Education, Kansas State University, Mass LearnPike, Satellite Telecommunications Educational Programming (STEP), TI-IN Network, and the University of Alabama. Courses available from Colorado institutions are also listed. (DB)

ED 348 942

IR 015 596

**Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs.**

Alberta Dept. of Education, Barrhead. Alberta Distance Learning Centre.

Pub Date—91

Note—69p; Photographs will copy poorly. Prepared by the Distance Learning Implementation Unit.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Administrator Role, Adult Education, \*Computer Managed Instruction, Computer Networks, Consortia, \*Distance Education, \*Educational Television, Electronic Mail, Elementary Secondary Education, Foreign Countries, Government Role, Guidelines, Information Technology, Models, Program Evaluation, Questionnaires, Services, Teacher Role, \*Telecommunications, \*Teleconferencing Identifiers—\*Alberta Distance Learning Centre.

Due to its sparse, rural population and long distances, Alberta province (Canada) has been providing education at a distance since 1923 for students

in grades 1 through 12 and adults who wish to complete their high school education through correspondence. This handbook is published as a resource for Alberta schools that offer distance learning programs. Sections in the handbook cover: (1) Distance Learning in Alberta—the history and current goals of the Distance Learning Program; (2) Distance Learning Services—the Alberta Distance Learning Centre (ADLC), the Learning Resources Distributing Centre (LRDC), the Distance Learning Implementation Unit, and Inservice in Distance Learning; (3) Distance Learning Funding—requirements for eligibility and how to apply for funding; (4) Distance Learning Models—correspondence school-based model, computer-managed learning model, multi-subject and multi-school models, and a sample jurisdiction distance learning network; (5) Authority and Responsibility—the individual school, the school jurisdiction, the education consortium, and the Alberta provincial department of education; (6) Distance Learning Technology—print, computer-managed learning, teleconferencing, facsimile machine (FAX), electronic mail, computer conferencing, audiographic teleconferencing, six keys to successful teleconferences, and video; (7) Classroom Planning—operational responsibilities of the superintendent, teacher, school coordinator, principal, and consortium-coordinator; and (8) Evaluating Distance Education—at the provincial level and the local level. Ten tips for distance learning are given and a selected bibliography lists 10 items. Distance Learning Program Evaluation questionnaires for teachers, students, parents, and principals or coordinators are appended. (ALF)

ED 348 943 IR 015 597

Armel, Donald Barger, Robert.

**Educating the Faculty and Staff to Computer Use: A Working Model.**

Pub Date—Jun 92

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, Computer Centers, \*Computer Literacy, Computer Networks, \*Faculty Development, Higher Education Identifiers—\*Computer Resource Faculty II, Eastern Illinois University

This paper describes how Eastern Illinois University (EIU) has approached the problem of training faculty to use and support its computer network by creating a new faculty committee called the Computer Resource Faculty (CRF). The Educational Computing Network (ECN) at EIU currently provides e-mail, bulletin boards, BITNET connections, simulation packages, statistical software, and manufacturing software for students and faculty. The purpose of the CRF is to expand computer use in all aspects of education and provide support to users of the network. The CRF consists of at least one faculty member from each of the major academic units at the university. In the past some faculty members have felt the Academic Computing staff were too technically oriented to comfortably handle the faculty's academic problems. The role of CRF is to act as a liaison between the Academic Computing staff and the general faculty. The CRF has no specific duties or guidelines, which allows the committee to have maximum flexibility to meet each unit's needs. Key implementation concepts of the CRF include flexibility to meet individual needs; faculty training by peers; group meetings with Academic Computing; and training the trainer. Future needs of CRF are financial resources for developing materials, purchasing software, and inviting speakers; recognition of activities of committee members as part of their workload; release time to organize and train; and user role models from departmental leaders. (ALF)

ED 348 944 IR 015 599

**Inter-campus Interactive Telecommunications System: IITS User's Guide.**

Alabama Univ., University.

Pub Date—Apr 92

Note—11p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Distance Education, Faculty Handbooks, Higher Education, \*Interactive Video, \*Multimedia Instruction, Production Techniques, Teaching Methods, \*Telecommunications, Teleconferencing

Identifiers—\*University of Alabama System

The Inter-campus Interactive Telecommunications

System (IITS) is a network for linking classes among three branches of the University of Alabama. This user's guide provides information for the teacher who is conducting classes through the communications link, together with guidelines and suggestions for planning use of the equipment, creating graphics, using the microphone, and appearing on camera (what to wear, how to proceed, and teaching tips). It is noted that a room coordinator is available to assist the teacher throughout the entire preparation and presentation of the lesson. (ALF)

ED 348 945 IR 015 601

Tykewski, Joseph R. Poulin, Russell C.

**North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education.**

North Dakota Univ. System, Bismarck.

Pub Date—91

Note—68p; Adapted from the Oregon Ed-Net Faculty Handbook, "Teaching from a Distance" (Jon Root et al.). Photographs will copy poorly.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Distance Education, Faculty Handbooks, Higher Education, \*Interactive Video, \*Multimedia Instruction, Production Techniques, Teaching Methods, \*Telecommunications, \*Teleconferencing

Identifiers—\*Interactive Video Network ND, \*North Dakota University System

North Dakota is one of the first states to create a statewide system—the Interactive Video Network (IVN)—that allows multiple video conferencing between two or more sites. In 1990-91, IVN connected 10 campuses and the State Capitol. IVN's purpose is to deliver quality postsecondary programs to students who would not otherwise have access to these services; improve the quality of offerings on each campus; and expand services with elementary, secondary and vocational education, state agencies, the private sector, and other states. This faculty handbook for using IVN is divided into six chapters: (1) Introduction to the North Dakota Interactive Video Network; (2) Classroom Layout and Equipment; (3) Personnel, Management, and Scheduling for IVN; (4) Adapting a Classroom Presentation Style to Interactive Video; (5) Overcoming the "Distance" in Distance Education and Maintaining an Appropriate Level of Interaction; and (6) Preparing and Presenting Visual Aids. It is noted that expansion of the system to serve state agencies, the public, and elementary and secondary schools is planned. A five-item bibliography and a glossary of terms are included. (ALF)

ED 348 946 IR 015 602

**Selection and Challenge of Learning Resources.**

British Columbia Dept. of Education, Victoria. Learning Resources Branch.

Report No.—FCG-155; ISBN-0-7726-1384-2

Pub Date—[91]

Note—69p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Censorship, Cultural Pluralism, Elementary Secondary Education, \*Evaluation Criteria, Foreign Countries, \*Instructional Material Evaluation, \*Media Selection, School Policy, Worksheets

Identifiers—\*British Columbia

This guide is published by the Ministry of Education and the Ministry Responsible for Multiculturalism and Human Rights in British Columbia for use in the schools. It is divided into three main sections: Part I—selection of learning resources on both the provincial and local levels; Part II—challenges to and complaints about recommended resources; Part III—appendices, which include an educational resource materials order schedule, evaluation forms used at the provincial level, a samples annotation, a sample local resource selection policy, Educational Resources Advisory Committee terms of reference, a complaint form for provincially authorized or recommended resources, and copyright information. An extensive learning resources evaluation guide is also appended. It contains in-depth evaluation forms; checklists; and evaluation criteria that take into account instructional and technical design, multicultural representation, and special needs of handicapped learners in learning resources. (ALF)

ED 348 947 IR 015 604

Morgan, Alistair

**Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education.**

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.—IET-R-35

Pub Date—90

Note—21p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, Critical Theory, \*Distance Education, Educational Change, Educational Research, \*Educational Technology, \*Evaluation Methods, Foreign Countries, Higher Education, \*Learning Theories, Phenomenology, \*Qualitative Research, Research Design

Identifiers—Open University (Great Britain)

The point of departure for this article is the title of a book edited by David Fetterman, "Qualitative Approaches to Educational Evaluation—The Silent Scientific Revolution." This article addresses the question of how the shift to a qualitative, phenomenological approach has impacted on research and evaluation in distance education. Three issues that influence the style and approach of such research are identified: (1) the role and influence of educational technology with the assumptions which it embodies about the course design process and the relationship between research and practice; (2) the nature of the organization and the structures within which research and evaluation are conducted; and (3) the individual staff involved, their backgrounds, and their interests. The discussion then focuses on the role and influence of educational technology; qualitative-illuminative studies of learning and phenomenological approaches to research and evaluation; critical theory and action research; international perspectives in research on distance education; and developing programs for research and theory. It is concluded that, although the "silent revolution" identified by Fetterman has not really occurred in distance education, important initiatives are in progress with the development and elaboration of the "new educational technology." Lists of 33 references and 35 Student Research Center Reports are included. (ALF)

ED 348 948 IR 015 607

Anderson, James A.

**Service Excellence: An AV Training Program for Student-Assistant Staff.**

Pub Date—92

Note—20p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Washington, DC, February 5-9, 1992). For related papers, see ED 346 841 and IR 015 608.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, \*Audiovisual Centers, Educational Technology, Higher Education, Instructional Materials, On the Job Training, Performance, \*Personnel Evaluation, Records (Forms), \*Staff Development, \*Training Methods, Worksheets

Identifiers—\*State University of New York Buffalo, \*Student Assistants

This paper presents an overview of the audiovisual (AV) training program for student-assistant staff and the effect it has had in meeting service excellence goals for the Media Resources unit of Educational Technology Services at the State University of New York at Buffalo. A description of the Media Resources unit indicates that it has 11 full-time staff and approximately 50 part-time student-assistant staff. An evaluation of the unit in 1989 that pointed to a deficiency in the quality of services offered is cited as the rationale for the initiation of a program to develop training programs, materials, and evaluation procedures for the student-assistant staff to replace the often inconsistent "in the field" training of the past. It is noted that training is currently a continuous process with full-time staff assuming responsibility for conducting training sessions and performance evaluations. This paper describes how the program was designed and implemented, organizational changes that were made in connection with the program, the development of the Educational Technology Equipped Classroom (ETEC) program, assessment procedures that were instituted, and training materials that were developed for use by student assistants. Materials used in the training and evaluation of student assistants are ap-



pended, including information on the ETEC, the Media Resources Service follow-up form, a student-assistant proficiency record form, procedures for servicing the Buhl 90ED series overhead projector, and general procedures for campus classroom support services. (ALF)

**ED 348 949** IR 015 608

Anderson, James A.  
Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.

Pub Date—1 Feb 90

Note—33p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Anaheim, CA, January 31-February 4, 1990). For related papers, see ED 346 841 and IR 015 607.

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Audiovisual Aids, Audiovisual Centers, Budgeting, \*Classroom Design, Costs, Educational Facilities, \*Educational Technology, \*Electronic Classrooms, \*Electronic Equipment, Evaluation Criteria, \*Furniture Design, Higher Education, Microcomputers, Needs Assessment Identifiers—\*State University of New York Buffalo

This paper gives an overview of the Media Equipped Classroom (MEC) program at the State University of New York at Buffalo. In 1988 a study was undertaken to explore alternate ways of providing media equipment services to classrooms at the university. The traditional (current) model of delivery and set-up of audiovisual equipment, relying upon individual requests of faculty, was recognized to be labor intensive and no longer efficient or effective, given the large volume of work orders processed every year. A task force was established to plan to permanently install media equipment into approximately 50 centrally scheduled classrooms and lecture halls over the next 3-5 years as a means of eliminating some of the problems and inefficiencies of the existing model. Topics covered in this paper include the rationale for change; standards for student viewing; the MEC model; basic equipment needs; security, voice, and data considerations; MEC cabinet design; faculty input and acceptance; Phase I of the MEC program; and an evaluation of the three classrooms set up in Phase I. Specific criteria used in the selection, implementation, and evaluation of Phase I are included. Drawings and layouts of the classrooms and lecture halls before and after set-up of the MEC, designs of the stacked media cabinets, media control cabinets, and projection pedestals are appended. (ALF)

**ED 348 950** IR 015 611

Jolivet, Linda  
African and African American Audio Visual Materials: A Selected List for Public Libraries.

Pub Date—May 90

Note—57p.

Pub Type—Reference Materials—Bibliographies (131)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Adolescents, Adults, Annotated Bibliographies, \*Black Culture, \*Black History, Children, Computer Software, Courseware, Filmographies, \*Library Material Selection, Media Selection, Microcomputers, Public Libraries, Videodisks, \*Videotape Recordings

Identifiers—\*African Americans, Africans, Selection Tools

The purpose of this guide is to provide a selected, recommended list of video titles that were produced by or are adaptations of works by African or African American authors. The focus of this bibliography is on videos that depict the Black experience from a Black perspective, contribute to the knowledge of Africa, or tell the accurate story of the political and cultural experience of Africans and African Americans. A primary objective of this selected list is to highlight quality documentaries and dramatic titles frequently overlooked in public library video collections. Emphasis in these materials is less on technical quality and more on the quality of the stories being told, images being projected, and the contribution of the work from an Afrocentric perspective. This bibliography may serve as a reference source for patrons, librarians, or teachers in public libraries, as well as school, university, and research libraries. Intended for adult, young adult, and general audiences, the materials listed include items of interest to a wide range of individuals from junior high school to adult. There are separate sections on vid-

eotapes for children, videodisks and computer software, and review and selection sources. Each entry includes the names of the producer, director, and distributor as well as a summary. Lists of distributors, film festivals, and the Black Filmmakers Hall of Fame (1990) Competition Awards are appended, and an alphabetical index of titles is provided. (ALF)

**ED 348 951** IR 015 612

The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Educational Technology

Pub Date—20 Dec 91

Note—32p.; For a related report, see IR 015 614.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Computer Networks, Computer Software Development, \*Demonstration Programs, \*Educational Technology, Educational Television, Elementary Secondary Education, \*Grants, Interactive Video, Microcomputers, Multimedia Instruction, \*Program Evaluation, Program Implementation, State Legislation, \*State Programs, State Surveys, Statewide Planning, Telecommunications, Videotape Recordings

Identifiers—\*California

This report provides a brief summary of the major findings and recommendations derived from an extensive study of educational technology programs funded by the State of California since 1984 under two legislative acts, AB 803 and AB 1470. An independent evaluation of educational technology programs required by AB 1470 was conducted by The Far West Laboratory for Educational Research and Development and American Institutes for Research in 1991. The evaluation design emphasized both formative assessment of program implementation and summative assessment of educational and program outcomes. This evaluation report is expected to serve as a primary source of information for the California Planning Commission for Educational Technology in developing the California Master Plan for educational technology and to help to inform and shape future policy, planning, implementation, and evaluation of educational technology in California. Major sections of this report are: (1) Background and Overview; (2) Educational Technology Programs Funded from 1989-1991, including School-Based Educational Technology Grants, Software Development Partnerships, Level I and Level II Model Technology Schools, Instructional Television Agencies, and the California Technology Project; (3) Educational Technology Programs Funded from 1984-1989; and (4) Overall Analysis, Conclusions, and Recommendations. (ALF)

**ED 348 952** IR 015 613

Chick, John

Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6.

Commonwealth of Learning, Vancouver (British Columbia).

Report No.—ISBN-1-895369-05-3

Pub Date—Feb 90

Note—42p.

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Continuing Education, \*Developing Nations, \*Distance Education, \*Educational Development, \*Educational Planning, Foreign Countries, International Organizations, Nontraditional Education, Postsecondary Education, \*Program Implementation

Identifiers—Commonwealth of Learning, \*Makerere University (Uganda)

There is an urgent and widely recognized need for the introduction of postsecondary distance education programs in Uganda. The Senate of Makerere University has resolved that its Center for Continuing Education should prepare for the admission of students to extra-mural degree courses by October 1990. This is an extremely ambitious target since the social and economic circumstances of Uganda pose formidable problems for project planning and implementation. The deadline can be met if operational decisions are made quickly, adequate resources are found for the first phase of development, and if most of the teaching materials required for

subject offerings are bought rather than prepared locally. This approach involves obvious risks and will only work if plans are carefully reviewed and revised in the light of experience. For this reason it is recommended that the project be broken down into three phases, with major reviews in the second and fourth years. The Commonwealth of Learning could play a valuable role by contributing to materials acquisition and staff training, sponsoring the two project reviews, and assisting Makerere University in preparing comprehensive proposals for external funding of later and more costly developments. This report includes 21 explanatory notes as well as the consultant's itinerary and a list of people in East Africa with whom the project was discussed. (Author/ALF)

**ED 348 953** IR 015 614

The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992.

California State Planning Commission for Educational Technology.

Pub Date—22 Apr 92

Note—31p.; For a related report, see IR 015 612.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Advisory Committees, \*Computer Networks, \*Educational Planning, \*Educational Technology, Elementary Secondary Education, Higher Education, State Legislation, \*State Programs, \*Statewide Planning, Telecommunications

Identifiers—\*California

The California Planning Commission for Educational Technology was established by state legislation (AB 1470) in 1989 to develop a California Master Plan for Educational Technology for K-12 education, the California Community Colleges, the University of California, and the California State University. The Commission discussed multiple issues; sponsored a summit conference on educational technology; gathered information on existing programs in California and other states; reviewed a variety of evaluation reports; sought the advice of educators and employers; and reviewed published and unpublished documents on education technology. The Commission has identified a number of objectives crucial to the future success of education in California and technology's contribution to that success. These objectives are incorporated in the nine recommendations developed by the Commission: (1) provide access to technology in every learning environment; (2) provide professional development and support; (3) establish and coordinate a statewide integrated linking of voice, video, and data networks to be called the Golden State Education Network; (4) establish and improve instructional and information resources; (5) establish a statewide student data resource for educators; (6) establish a statewide administrative/management information resource; (7) establish a state-level intersegmental education council and an industry council to collaboratively implement the Master Plan and to develop future plans; (8) provide for ongoing evaluation of the Master Plan; and (9) develop funding mechanisms to carry out these recommendations. A 16-item bibliography and a list of the members of the Commission are included. (Contains 9 references.) (ALF)

**ED 348 954** IR 015 616

Computer Competencies for All Educators in North Carolina Public Schools. Revised.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—Mar 92

Note—23p.; For the 1985 edition, see ED 264 828.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Behavioral Objectives, \*Computer Literacy, \*Computer Science Education, Elementary Secondary Education, \*Inservice Teacher Education, Microcomputers, \*Minimum Competencies, Postsecondary Education, \*Public Schools, Staff Development, State Programs, \*Teacher Certification

Identifiers—\*North Carolina

The task force on computer education, convened by the Department of Public Instruction in North Carolina, developed a flexible model to assist schools in coping with inservice for existing and prospective personnel and for higher education to provide training for teachers and other school personnel in computer education. Actions subsequent to the adoption of this model in 1985 have estab-

lished a certification for supervisors of computer education and introduced an endorsement for computer education teachers. The two basic levels and two certifications are: (1) Level I-Computer Competencies for All Educators (a minimum exposure to the uses of microcomputers in a K-12 school setting); (2) Level II-Computer Competencies and Utilization in Content Areas—these consist of core competencies with a few special skills for each content area and include arts education (K-12); communication skills (6-12); computer education skills (K-12); exceptional children education (K-12); healthful living education (K-12); library media skills (K-12); mathematics education (6-12); science education (6-12); second language education (6-12); social studies education (6-12); and vocational education (6-12); (3) Special Endorsement in Computer Education—endorsement for teachers teaching courses coded as Computer Education or serving as computer resource teachers; and (4) Instructional Technology Specialist Computer Certification—supervisory, graduate certification. Guidelines for teacher education programs for the instructional technology specialist certification are also detailed. (ALF)

ED 348 955

IR 015 617

Piotrowski, Susan M.

**Computer Training: Pathway from Extinction.**

Pub Date—1 May 92

Note—16p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Assisted Instruction, \*Computer Literacy, Elementary Secondary Education, \*Inservice Teacher Education, Literature Reviews, Postsecondary Education, Preservice Teacher Education, Workshops

Computers are so inherently necessary in this day that lack of computer skills is analogous to the absence of such basic knowledge as reading and mathematics. Computer training for classroom teachers is not only a good idea, it is vital to their success in the classroom and to their students' success in life after they finish school. Computer skills are not limited to the hardware and software of the computer, but must also include values, morals, and ethics. Several arguments against computer training are raised: computers are not that important and students can learn about them on their own; technology is rapidly changing and any training will be obsolete or unnecessary; teachers who are anxious about using computers may become more anxious if training is a waste of time; and in these economic times, money should not be spent on computer training for teachers. However, an examination of the world as it exists will show the fallacies in these arguments. Unfortunately, most teachers have not been trained in computers in college and have not received any, or at least very little, computer training since starting their teaching careers. Ideally, the computer training workshop should last for two semesters and include several follow-up training sessions after teachers have practiced the skills they have learned. (Contains 12 references.) (ALF)

ED 348 956

IR 015 618

Lamon, William E. Sanner, James W.

**Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.**

Oregon Educational Computer Consortium; Oregon State Dept. of Education, Salem; Oregon Univ., Eugene.

Pub Date—91

Note—50p.

Available from—Oregon Department of Education, 700 Pringle Parkway, S.E., Salem, OR 97310-0290.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Attitudes, Computer Assisted Instruction, \*Computer Software, \*Microcomputers, Postsecondary Education, \*School Surveys, Secondary Education, State Surveys, \*Teacher Education, \*Use Studies

Identifiers—Oregon

Data for the Oregon Microcomputer Survey were collected in May 1989 via questionnaires for each of the department heads in a stratified random sample of 94 middle and high schools throughout Oregon. Designed to obtain information on the perceptions and reactions of the department heads to the status of microcomputers in their departments, the 52-item questionnaires were sent to the principals of

the target schools for distribution to the departments of art/music, business education, English/language arts, foreign languages, health/physical education, mathematics, science, social studies, special education, and vocational education. The response rate was 59%. The questionnaires were divided into questions of a general nature, questions about teacher training, questions about computer hardware and software, and questions about computer use. Topics addressed by the survey included the issue of teacher training; hardware and software; instructional effectiveness; department heads' personal involvement; future of computers in instruction; current practices in classrooms; and top problems to solve. Forty-one tables and 29 graphs display the findings on such topics as formal teacher training; hours per week computers are used; student time on computers; computer literacy requirements for certification; repair of computers; advantages for students with special needs; effects of computer use; reasons programs are not being used; types of computers; who should get training; most important influence; unused programs; teacher and student complaints; and a prioritized list of top problems identified by the survey respondents. (ALF)

ED 348 957

IR 015 619

**Handbook for Technology Planning in Texas Public Schools.**

Texas Education Agency, Austin.

Report No.—AD2-082-02

Pub Date—92

Note—62p.; Produced by the Advisory Committee for Technology Standards and the Technology Services Division.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Advisory Committees, Check Lists, Computer Networks, \*Computer Uses in Education, \*Educational Planning, \*Educational Technology, Elementary Secondary Education, Guidelines, Long Range Planning, Models, \*Public Schools, School Districts, State Legislation, Telecommunications

Identifiers—Texas

This handbook for educators and officials in Texas school districts provides guidelines for planning, implementing, and evaluating technology use in order to improve student achievement. Intended for use in districts that are planning locally appropriate strategies, the handbook is divided into seven major sections: (1) Introduction (purpose, the planning process, local decision making, and the district's vision for students); (2) Technology in Texas Schools (a long-range plan for technology, a summary of technology-related legislative action, other major initiatives including networks and advisory committees, and state and regional agencies); (3) Planning Optimum Results (scope of district planning efforts, technology planning efforts, and a strategic planning model for the effective implementation of technology in both instruction and administration); (4) Components of a Plan (mission/philosophy statement, goals and objectives, action plans, and evaluation of the planning process); (5) Local Board Approval of Plan; (6) Other Planning Issues (research and development, partnerships, facilities planning, technology inventory process, sources of technology plan development, maintenance and support, technology obsolescence issues, licensing agreements, copyright and ethics, and the competitive bidding process); and (7) Technology Planning Checkpoints (an extensive check list designed to ensure that key components are considered in the planning process). Details of state legislation that directly affect educational technology and a list of 16 resources are appended. (ALF)

ED 348 958

IR 015 622

Cutting, Alan K.

**The Role of Media Technology within the Proposed Open University of Tanzania.**

Commonwealth of Learning, Vancouver (British Columbia).

Report No.—ISBN-1-895369-04-5

Pub Date—Dec 89

Note—77p.; Prepared for the Planning Committee of the Proposed Open University of Tanzania.

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Audiotape Recordings, Correspondence Study, Delivery Systems, Developing Na-

tions, \*Distance Education, \*Educational Planning, \*Educational Technology, Higher Education, \*Open Universities, Questionnaires, Surveys, Telecommunications, Videotape Cassettes

Identifiers—Commonwealth of Learning, \*Tanzania, University of Dar Es Salaam (Tanzania)

This report begins by briefly reviewing actions that have been taken since the idea of an Open University in Tanzania was first proposed in the late 1970s. The main body of the report begins with a discussion of the role of media technology in an open university with emphasis on delivery and support systems. The current situation in Tanzania is then described in the context of the learning environment for distance education students; communications technology (postal services, radio and television, and telecommunications services); and media production and usage (Radio Tanzania, Tanzanian Film Corporation, the National Correspondence Institution, the Tanzanian Library Service, the University of Dar Es Salaam, and the Audio Visual Institute). Six recommendations are then presented for the areas of media materials (text-based materials, student study guides, audiocassette tapes, videocassette tapes, and experimental or project kits), training the trainers, the home study environment, basic and more comprehensive study centers, and media production. Extensive appendices include a questionnaire sent out by the Open University Planning Committee soliciting opinions on the Open University; a summary of the opinions obtained from visits to 24 of the 25 regions in Tanzania; a report on communications in Tanzania; a list of courses available through the National Correspondence Institution, Dar Es Salaam; and preliminary costs for media facilities at the proposed Open University. (ALF)

ED 348 959

IR 015 623

Hixson, Judson And Others

**Technology: Its Use in Education. A National Perspective. And Online Rights.**

North Central Regional Educational Lab., Elmhurst, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—400-86-0004

Note—7p.

Journal Cit—Policy Briefs; v5 1990

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Information, \*Adoption (Ideas), Computer Networks, \*Computer Uses in Education, \*Educational Change, \*Educational Technology, Elementary Secondary Education, Equal Education, \*Information Management, \*Instructional Improvement, Professional Development, Student Role, Teacher Role

The first of two articles in this issue of Policy Briefs focuses on the potential of modern technology to transform education in terms of what is taught, how it is taught, and how the educational enterprise is managed. Judson Hixson and Debra Beauprez center their discussion around five categories of issues that have emerged from this increased awareness of technology in education: (1) supporting change/reform efforts; (2) improving information management and student information systems; (3) changing curriculum, instruction, and the roles of both teachers and students; (4) equal access to existing and emerging technologies; and (5) changing the nature of professional development at all levels. They conclude that developing technology as a vehicle for change calls for the creation of statewide technology infrastructures to facilitate and support expanded networks or "electronic highways" between and among all educational and related institutions. In his guest commentary on online rights, Jason Ohler addresses two priorities that are involved in using technology to improve education—assuring equal access for all students and realizing the impact of technology on educational change—and how they relate to the fundamental nature of schooling. (ALF)

ED 348 960

IR 015 625

Branson, Robert K.

**Technology Transfer and the Job Skills Education Program: Preliminary Results.**

Pub Date—92

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type— Reports - Descriptive (141) —  
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, \*Adult Education, Basic Skills, Career Information Systems, \*Computer Assisted Instruction, English (Second Language), High School Equivalency Programs, \*Technology Transfer

Identifiers—\*Job Skills Education Program, National Occupational Information Coordinating Com

Technology transfer, for purposes of this paper, refers specifically to the importing of a methodology from one setting to another in order to meet previously unmet needs. The Job Skills Education Program (JSEP), a computer-based functional basic skills curriculum originally developed for the U.S. Army, has been "transferred" to the civilian education community. JSEP is a 300-hour curriculum that provides the basic academic skills students require to benefit from technical training programs. It is offered as an integrated learning system in which prerequisite skills are learned prior to technical training. The crosswalk prepared by the National Occupational Information Coordinating Committee (NOICC) was used to align the basic skills in JSEP with civilian occupational requirements, retrofitting the curriculum to the problem. A civilian pilot test of the program was conducted at the White Plains (New York) Adult and Continuing Education Center in 1989 which focused on the use of JSEP with students in three programs: English as a Second Language, Adult Basic Education, and General Educational Development (GED). Based on student and teacher acceptance during the pilot test and on the results achieved by the target students, 11 demonstration sites were opened in industrial settings, an organization participating in the Job Training Partnership Act, community colleges in several locations, a consortium, and a career development center. An address for more information about JSEP is provided. (ALF)

ED 348 961

IR 015 633

Atwater, Jay

Achievement and Enrollment Evaluation of the  
Central Computers Unlimited Magnet High  
School 1990-1991.

Kansas City School District, Mo.

Pub Date—Jan 92

Note—22p; For related reports, see IR 015 634 and  
IR 015 642.

Pub Type— Reports - Evaluative (142)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Comparative Analysis, \*Computer Science Education, \*Enrollment Trends, High Schools, \*Magnet Schools, Mathematics Achievement, Microcomputers, Program Evaluation, Reading Improvement, \*School Desegregation, Secondary Education, Standardized Tests, Tables (Data)  
Identifiers—Kansas City Public Schools MO

This report examines the achievement and enrollment of students at the Central Computers Unlimited Magnet High School in Kansas City, Missouri, through its third year of operation. The school offers special emphasis in computer science and technology including programming, maintenance, and operations. The evaluation design focuses on the effectiveness of the magnet program in terms of achievement outcomes, as measured by Tests of Achievement and Proficiency (TAP) and the Missouri Mastery and Achievement Test (MMAT), and progress in court-ordered desegregation. Achievement performance was examined for a ninth grade cohort and the TAP scores of the Central Computer high school students were compared statistically to a random sample of students in other district high schools. Progress in court-ordered desegregation was measured by enrollment data that were reported to the district. The results of this evaluation show that reading and math achievement scores for a cohort of students who started at Central rose slightly during the time of the study. Students from other magnet high schools had higher achievement scores than Central students, but the differences were not statistically significant. Progress toward attaining an enrollment of 60% minority, 40% non-minority students has been made at a minimum of 2% each year. Six tables and three figures display the results of data analyses. (ALF)

ED 348 962

IR 015 634

Seever, Margaret

Achievement and Enrollment Evaluation of the

RIE JAN 1993

Central Computers Unlimited Magnet Middle  
School 1990-1991.

Kansas City School District, Mo.

Pub Date—Mar 92

Note—19p; For related reports, see IR 015 633 and  
IR 015 642.

Pub Type— Reports - Evaluative (142)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Analysis of Covariance, \*Computer Science Education, \*Enrollment Trends, Junior High Schools, Local Area Networks, \*Magnet Schools, Mathematics Achievement, Microcomputers, \*Middle Schools, Program Evaluation, Reading Improvement, \*School Desegregation, Standardized Tests, Tables (Data)

Identifiers—Kansas City Public Schools MO

This evaluation examines the progress made in the areas of achievement and enrollment by students at the Central Middle Magnet School in the Kansas City, Missouri, School District after the Computers Unlimited program had been in operation for 4 years. The evaluation design used data on student demographics gathered from the Research Office of the Kansas City, Missouri, School District (KCMSD) and from the Central Middle School administrators. Analysis of co-variance was used to determine whether Central Middle computer students scored statistically significantly higher on the Iowa Tests of Basic Skills (ITBS) than a random selection of students from other district middle schools. A student cohort made up of students who had attended the school from 1989-1991 and who were in grades six, seven and eight in those respective years, was also examined and broken down by minority/non-minority status. It was found that results on both enrollment and achievement are mixed, but overall, when compared with the baseline year of 1986-87, there are signs of definite improvement in both areas. Four tables and three figures display the results of data analyses. (ALF)

ED 348 963

IR 015 636

Kluener, Raymond C. And Others

The Computer Attitude Scale: Assessing Teachers'  
Attitudes toward Computers.

Pub Date—Apr 92

Note—10p; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Measures, Computer Literacy, Correlation, Elementary Secondary Education, Factor Analysis, Microcomputers, Postsecondary Education, Pretests Posttests, \*Self Evaluation (Individuals), \*Teacher Attitudes, \*Test Reliability, \*Test Validity  
Identifiers—\*Computer Attitude Scale

This study investigates the Computer Attitude Scale (CAS) in terms of reliability, factorial validity, and fit to a unidimensional model. The sample for this study consisted of 265 teachers from 20 schools and school districts in one state who attended evening and weekend classes that emphasized teachers teaching teachers about classroom applications of computers and software. Participants were given a computer attitude scale as a pretest and as a posttest 9 months later; a workshop evaluation; and a self-evaluation of teaching skills including computer use. The results of this study suggest that: (1) the CAS is a reliable instrument for measuring teachers' attitudes toward and impressions of the educational applications of computers; (2) the CAS can be used as a total score or separated into four related subscales; (3) pretest and posttest differences can be used as one indication of the effect of training in use of computers in schools; and (4) a pretest can be used to identify potential training emphases regarding teachers' attitudes about computers. Two tables display the data on item characteristics for each factor and differences between item responses from pretest to posttest. (ALF)

ED 348 964

IR 015 637

Stammen, Ronald M. Richardson, Jolene

Desktop Video: Multi-Media on the NeXT Computer.

Pub Date—1 Apr 92

Note—8p; Paper presented at the International Rural and Small Schools Conference (Grand Forks, ND, March 30-April 1, 1992) in conjunction with a video prepared by the Division of Independent Study, North Dakota Department of Public In-

struction. Photographs will not reproduce well.

Pub Type— Reports - Descriptive (141) —  
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, Career Guidance, \*Computer Networks, Course Descriptions, Desktop Publishing, Distance Education, \*Electronic Mail, \*Electronic Publishing, Elementary Secondary Education, \*Information Networks, Information Technology, Interactive Video, Microcomputers, Pilot Projects, \*Telecommunications, Writing (Composition)

Identifiers—\*Multimedia Materials, \*NeXT Computer, North Dakota

A new course, Independent Study Research and Writing via Telecommunications, is being developed by the Division of Independent Study (DIS) of the North Dakota Department of Public Instruction to teach telepublishing skills utilizing the NeXT telecommunicating (interpersonal computing) techniques, i.e., NeXT Mail. This multimedia electronic-mail application is capable of sending and receiving text, data files, sound, video, animations, images, facsimile, and graphics. The goals of this pilot project include: (1) providing students and teachers in participating schools with online support and assistance in developing educational resources; (2) using multimedia interpersonal computing to extend library services between school districts; (3) corresponding about classroom use of mathematics; (4) enhancing advanced writing and composition projects; (5) using the medium as a pilot project with the Talented and Gifted (TAG) resource center for distance education; and (6) developing an online career guidance service which utilizes state and national networks. This report discusses the technologies involved, the goals of the project and accomplishments to date, the various projects supporting and cooperating with TAG, and SENDIT, a computer-mediated communication network for North Dakota K-12 educators. Descriptions of cooperative activities between higher education and K-12 schools, projected uses of online systems through SENDIT, and the status of the project in its second year of development conclude the report. (Contains 13 references.) (ALF)

ED 348 965

IR 015 638

Emerging Telecommunications Technologies (Part

2). Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce on H.R. 1407, a Bill To Establish Procedures To Improve the Allocation and Assignment to the Electromagnetic Spectrum. House of Representatives, One Hundred Second Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Report No.—ISBN-0-16-03821-8

Pub Date—9 Oct 91

Note—125p; Serial No. 102-94. For a related report, see ED 343 579.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Federal Legislation, \*Federal Regulation, Financial Policy, Hearings, \*Public Policy, \*Telecommunications

Identifiers—Congress 102nd

A discussion of H.R. 1407, a bill to establish procedures to improve the allocation and assignment to the electromagnetic spectrum centered on the current policy of allocating portions of the spectrum through lotteries and auction. This report includes a copy of the bill, the text of testimony presented and materials submitted for the record, and transcripts of discussions at the hearing. Testimony was presented by: (1) Robert Clemons, on behalf of the National Telephone Cooperative Association; (2) James Dale Davidson, chairman of the National Taxpayers Union; (3) Robert A. Mosbacher, Secretary of the Department of Commerce; and (4) Lawrence Rick, on behalf of the Associated Public-Safety Communications Officers. Materials were submitted for the record by the Air Transport Association of America; the Association for Maximum Service Television; the Commerce Department (responses to subcommittee questions by Robert Mosbacher); the Federal Communications Commission (a statement by the chairman, Alfred C. Sikes); the Markle Foundation (a statement by Henry Geller, communications fellow); and the National Association of Broadcasters. (ALF)



ED 348 966 IR 015 642

Atwater, Jay

The Computers Unlimited Magnet Elementary

Schools 1990-1991. Formative Evaluation.

Kansas City School District, Mo.

Pub Date—Aug 91

Note—49p; For related reports, see IR 015 633-634.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Computer Assisted Instruction, \*Computer Science Education, Critical Thinking, Elementary Education, \*Enrollment Trends, Formative Evaluation, \*Magnet Schools, Mastery Learning, Mathematics Achievement, Microcomputers, Problem Solving, Program Evaluation, Questionnaires, Reading Improvement, \*School Desegregation, Standardized Tests, Surveys, Tables (Data)

Identifiers—Kansas City Public Schools MO

Two Computers Unlimited elementary magnet schools have completed their first year of operation as part of the Long-Range Magnet School Plan in the Kansas City School District. The curriculum for the Computers Unlimited theme emphasizes basic skills, problem solving, and critical thinking skills. This formative evaluation report addresses the questions of enrollment and desegregation goals at the two schools; Computers Unlimited program implementation progress; the perceptions of parents, students, and teachers participating in the program; and levels of student achievement based on the Iowa Test of Basic Skills (ITBS), Missouri Mastery and Achievement Test (MMAT), and Degrees of Reading Power (DRP). Results of this study indicate that implementation is progressing despite delays; progress has been made toward the minority and non-minority enrollment goals at one of the schools; student achievement was mixed at both schools; parents felt that more external recruitment through public sources was needed; parents and students were generally satisfied with the program; and teachers were considerably less satisfied with the program than parents and students, with teacher survey results indicating a lack of commitment to the theme and a lack of personal or professional challenge. Four figures and 15 tables—which include survey questionnaires with tallies of the responses—display the results of the data analyses. (ALF)

ED 348 967 IR 015 644

Schram, Lynne

Innovation and the Process of Change: A Case

Study in Distance Education.

Pub Date—Apr 92

Note—14p; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Change Strategies, \*Cooperative Programs, Costs, \*Distance Education, Educational Change, Elementary Secondary Education, Higher Education, Information Services, Innovation, Problems, \*Program Implementation, Programming, \*State Programs, \*Telecommunications, Teleconferencing

Identifiers—Oregon

The purpose of this study is to describe and analyze Oregon's efforts to provide equal access to education, training, and information services to its citizens using advanced communication technologies through ED-NET, an innovative state agency for distance learning. It is noted that creation of ED-NET in 1989 required the coordination of multiple educational institutions, governmental agencies, private businesses, and legislative processes, as well as the development of three separate electronic networks, each with hardware and programming requirements. Discussion of the theoretical framework for the study reviews the forces influencing the development of ED-NET, including the political climate and culture as well as distance learning and information technologies. Methods and data sources for the study are then briefly described. The four significant themes considered to be critical to the successful implementation of ED-NET are discussed in some detail, including major problems they have created: (1) intra- and inter-agency cooperation; (2) economic self-sufficiency; (3) hardware issues; and (4) programming. It is noted that, despite initial setbacks, the ED-NET system has gradually

begun to function and to demonstrate potential for the future. Four recommendations conclude the report. (ALF)

ED 348 968 IR 015 645

Piazza, David J.

Macintosh Step by Step: Footsteps To Follow for

Learning To Use the Macintosh Computer.

International Society for Technology in Education,

Eugene, OR.

Report No.—ISBN-1-56484-002-6

Pub Date—92

Note—143p.

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Literacy, Computer Software, Guidelines, \*Instructional Materials, \*Microcomputers

Identifiers—\*Apple Macintosh, \*Computer Users, Instructions

This step by step introductory guide, which is divided into a series of 58 topics that should be familiar to any user of the Macintosh, is intended to aid new users in learning the topics that they will need to know to be successful with the Macintosh. Each topic includes the following: (1) a numbered set of sequential steps to be followed, identified by "footstep" symbols; (2) pictures showing what should be displayed on the Macintosh screen each step of the way; (3) a detailed explanation of each topic; and (4) new vocabulary terms, presented in bold type the first time they are discussed, in the numbered or explanatory text. This guide, which may also be used as a reference book to help users remember the steps of a procedure that they may have forgotten, assumes that they have access to a Macintosh computer. A glossary and an index of terms are included. (ALF)

ED 348 969 IR 015 646

Scherer, Marcia J. McKee, Barbara G.

Matching the Student with the Most Appropriate

Assistive Technology: Evaluation of the Assistive

Technology Device Predisposition Assessment

(ATD PA).

Pub Date—Apr 92

Note—15p; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication Aids (for Disabled), \*Educational Technology, \*Hearing Impairments, Higher Education, Hypermedia, \*Media Selection, \*Models, Predictor Variables, Telecommunications, Total Communication

Identifiers—\*National Technical Institute for the Deaf, Rochester Institute of Technology NY

To those who look to technology to enhance a person's quality of life and not merely to restore capability, it is more important and cost effective to consider environmental modifications and the functions of devices within a comprehensive context of varying situations (Milieu characteristics); user interests, needs, capabilities, expectations, and goals (Person characteristics); and functions and limitations of the technology itself (Technology characteristics). This MPT Matching Person and Technology Model promotes consumer involvement and choice as well as student/parent/educator collaboration. When the variables within each of these three areas are organized according to the categories of device use (optimal and partial/relevant) and non-use (avoidance and abandonment), it is possible to determine whether some intervention or modification is needed for a person to gain maximum satisfaction and functional gain from use of the technology. To assist educators with the psychosocial and technical issues involved in matching students with technologies, a collaborative model has been developed which includes three consumer-oriented instruments: (1) Technology Overload Assessment (TOA); (2) Assistive Technology Device Predisposition Assessment (ATD PA); and (3) Educational Technology Predisposition Assessment (ET PA). Three examples illustrate use of educational technologies by hearing-impaired students—two pilot telecourses; the use of a hypercard stack in an existing lecture/discussion course; and adults' use and non-use of assistive listening devices (ALD)—and it is concluded that the ATD PA and ET PA seem to have done a good job of discriminating predispositions to technology use by satisfied and less satisfied users. (ALF)

ED 348 970 IR 015 647

A Primer on Cable Design and Implementation:

Considerations for Decision-Makers.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—May 92

Note—83p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Guides, \*Cable Television, Check Lists, Distance Education, \*Educational Facilities Design, Educational Television, Elementary Secondary Education, Facility Planning, Learning Resources Centers, Library Automation, Local Area Networks, Microcomputers, School Districts, \*Telecommunications, Teleconferencing

Identifiers—Workstations

This guide for school administrators and staff is intended to be used in conjunction with the "Guidelines To Provide Uniform Wiring Service for Telecommunications in North Carolina Public Schools" as they begin planning for cable implementation in the schools; work with architects and builders in the design and implementation of cabling systems; endeavor to match instructional and administrative activities with the telecommunications structures they are creating; and manage these systems over the long-term. The guide is divided into five sections: (1) Purpose; (2) Planning/Implementation (overview/getting started, people involved, general statutes governing, and chronology); (3) Cable Design, Implementation and Use (introduction, key features, structure, cabling design phases, and cable management); (4) Matching Instructional/Administrative Activities with Telecommunications Structure (generic examples for telecommunications and for television, case studies, and common questions and answers); and (5) Diagrams and Appendices (a glossary, a computer facility planning guide, Television Allocations Study Organization (TASO) picture quality descriptions, channel designations and transmitter locations for the University of North Carolina Center for Public Television (UNCPCPTV), and local area network (LAN) configuration diagrams). (Contains 33 references.) (ALF)

ED 348 971 IR 015 648

Norris, Cathleen A., Ed. Poirot, James L., Ed.

Problem Solving and Critical Thinking for Com-

puter Science Educators.

International Society for Technology in Education,

Eugene, OR.

Report No.—ISBN-1-56484-007-7

Pub Date—91

Note—67p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction, Computer Software Development, \*Critical Thinking, Educational Research, Elementary Secondary Education, Expert Systems, \*Problem Solving, Programmed Tutoring, Programming

Identifiers—Knowledge Bases, \*LOGO Programming Language

The eight papers presented in this monograph are a result of the Problem Solving and Critical Thinking Research Workshop that was held in conjunction with the 1990 National Educational Computing Conference (NECC). The intent of the workshop was to provide a unique forum for researchers to share ideas in a special area of educational computing. The monograph provides an overview of the general issues of problem solving and critical thinking in education as well as specialized areas of interest in intelligent tutoring and program construction. The papers included in this monograph are: (1) "Problem Solving, Critical Thinking, and Computing: An Overview" (Cathleen A. Norris and James L. Poirot); (2) "Mindstorms Revisited: Computers, Problem Solving, and Knowledge-based Instruction" (Karen Swan); (3) "Defining Programming and Logo as Vehicles for Developing Higher Order Thinking Skills" (Jim Dunne); (4) "Abstracted Knowledge: A Mid-Road Transfer Approach to Critical Thinking" (Clifton S. Harris); (5) "Resolving the Impasse in Software Engineering: Problem Solving in Program Construction" (Warren Moseley); (6) "Critical Thinking and Intelligent Tutoring Systems" (James T. Streib); (7) "Critical Thinking and Open Courseware" (Eduardo Rivera); and (8) "What Can We Learn from Each Other's Experiences?: Observations of a

Research-Oriented Workshop by a Classroom Teacher" (Sylvia Robinson). References are included with most papers. (ALF)

ED 348 972

IR 015 650

Lucero, John A.

**A Study To Increase Computer Applications in Social Work Management.**

Pub Date—Apr 92

Note—85p.; Continuing Education Self-Directed Learning Project, Behavioral Sciences Regulatory Board.

Pub Type—Dissertations/Theses - Undetermined (040) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Artificial Intelligence, Counselors, Databases, Higher Education, \*Management Information Systems, \*Mental Health Workers, Professional Training, \*Psychiatric Services, Psychological Testing, \*Social Workers, Spreadsheets, Therapy

The purpose of this study was to address the use of computers in social work practice and to survey the field for tools, concepts, and trends that could assist social workers in their practice. In addition to a review of the relevant literature, information was requested from the Social Work Service and Ambulatory Care Database Section at Walter Reed Medical Center in the District of Columbia, and from the School of Social Welfare at the University of California at Los Angeles. The review of the literature focused on issues regarding information management systems for social work practice and computer applications in the areas of psychological testing, DSM-III evaluation, psychotherapy, psychopharmacology treatment, family therapy, consultant liaison psychiatry, chronic care, geriatric psychiatry, neurobehavioral training, computer games in child psychotherapy, patient education, music therapy, therapy for addictions, full-service psychiatric programs, computer imaging, the computerized electroencephalograph (EEG), psychiatric research, computerized second opinions, expert systems, and "neural" computers. Computer applications in the social work curriculum are also discussed. Ways in which word processing, databases, spreadsheets, and information management systems could be used in social work are suggested, and a discussion of the implications of computer use for social workers concludes the report. Appended materials include a glossary of computer terminology, a description of an appropriate computer system, a checklist for developing an agency database system, and a list of computer software that could be used by social workers to enhance their work and computer skills. (Contains 83 references.) (BBM)

ED 348 973

IR 015 651

Pietras, Jesse John Murphy, Robert J.

**Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut.**

Pub Date—1 May 92

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Networks, \*Distance Education, Educational Television, Elementary Secondary Education, Futures (of Society), Postsecondary Education, Staff Development, \*State Programs, \*Telecommunications, Teleconferencing, Telephone Communications Systems, Two Year Colleges

Identifiers—\*Connecticut, Fiber Optics, Instructional Television Fixed Service

This paper outlines the current status and future developments in interactive distance education by both the telephone and cable television (CATV) companies in Connecticut in the wake of an ongoing infrastructure evaluation. The first of the activities described is a two-year interactive distance education trial program entitled "Links to Learning," which was marketed, implemented, and monitored by Southern New England Telephone Company (SNET). It is noted that the project used an advanced voice messaging system, a packet-switched network, and two interactive, full and compressed motion video systems to connect parents, teachers, administrators, and students to the educational network. Multicultural emphases of "Links to Learning" using a bi-directional video link are also described. The state's K-12 Instructional Television Fixed Service (ITFS), which provides professional development and inservice training, is then described. It is conjectured that StateNet, a partially functioning copper and fiber optic cable network

designed to connect all state agencies with voice, data, and video carriage capability, will be the most important future component of Connecticut's telecommunications infrastructure as new local analog and digital access facilities replace the state's existing network transport facilities. Functioning distance education programs operated by four Connecticut cable television operators are also described, and participation by two high schools in the Scitar science curriculum is noted. A discussion of the future role of fiber optic cable concludes the paper. Appendices include a list of equipment costs and a diagram of a distance learning classroom. (Contains 22 references.) (BBM)

ED 348 974

IR 015 652

Vanasco, Lourdes C.

**Utilizing Technology: A Decision To Enhance Instruction.**

Pub Date—[90]

Note—14p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Artificial Intelligence, \*Computer Assisted Instruction, \*Computer Literacy, Computer Simulation, \*Computer Software, Course Evaluation, \*Courseware, Decision Making, Educational Research, Higher Education, \*Instructional Improvement, Literature Reviews, \*Microcomputers

This review of the literature describes a number of ways in which microcomputers are being used to improve instruction. A discussion of types of software being used in instructional settings focuses primarily on the use of word processing programs by both instructors and students in writing. Descriptions of types of computer software that may be used in language learning include computer-assisted language learning (CALL) software; word processing for improving writing skills; software packages designed to improve grammar; and spreadsheets and other software that can be used to create graphs, charts, and slides to enhance oral presentations. The use of spreadsheets in financial and managerial analyses is also described, as well as the attributes and capabilities that make the computer an effective tool in teaching foreign languages. Several computer simulation games that are being used in management courses to facilitate decision making and a decision support system software package are then reviewed. A discussion of artificial intelligence highlights the development of the Expert Knowledge-Based System to help students learn management decision making skills for strategic planning in business. Advantages of online database systems and compact disks for instructors and researchers are briefly described, and a potential role for video-disks in libraries is indicated. Several ways in which schoolwork experiences with computers can be improved are suggested, and software packages that can be used in evaluating courses are briefly described. In conclusion, instructors are urged to encourage their students to exploit the tools that will increase their intellectual capabilities. Contains 26 endnotes. (ALF)

ED 348 975

IR 015 653

**A Handbook for Resource Centre Standards and Services.**

Northwest Territories Dept. of Education, Yellowknife.

Pub Date—[92]

Note—11p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, Boards of Education, \*Education Service Centers, Elementary Secondary Education, Foreign Countries, Guidelines, Library Administration, Library Facilities, \*Resource Centers, \*Services, Shared Resources and Services, \*Standards, State Departments of Education

Identifiers—Northwest Territories

This handbook sets out guidelines for the administration of resource centers for schools in the Northwest Territories, Canada, offers definitions of suitable and adequate resource services, and may be used as a planning tool for management staff. Four major topics are covered: (1) jurisdictional roles and responsibilities of the Department of Education and individual boards of education; (2) educational resource services offered by the Department of Education; (3) educational resource services offered by boards of education in the areas of program support services, technical support services, consultant ser-

vices, research and development services, and cooperative and collaborative services; and (4) operational guidelines for all resource centers for administration and financing, staffing, and the facility. (ALF)

ED 348 976

IR 015 654

Cradler, John

**Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—92

Note—7p.

Available from—John Cradler, Far West Laboratory, 730 Harrison St., San Francisco, CA 94107.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clearinghouses, Computer Software Development, \*Computer Software Selection, \*Educational Technology, \*Educational Television, Elementary Secondary Education, Inservice Teacher Education, \*Program Evaluation, Program Implementation, \*State Programs, \*Video-tape Recordings

Identifiers—\*California

This executive summary of an in-depth analysis and evaluation of California's educational technology programs provides information on programs funded from 1984 to 1992 and provides guidelines for the evaluation of future state-funded educational technology programs and projects. Summaries of the findings for educational technology programs from 1984-89 include district-developed projects; Adoption/Expansion grants for technology access and use; Technology in the Curriculum (TIC) guides for selection of software and video; summer institutes for training educators to train others in integrating technology into the curriculum; California Instructional Video and Software Clearinghouses; video development projects; distribution of VCRs in 1985; and statewide licensing of instructional television (ITV) programs and their distribution. Programs authorized from 1989-92, which were the major emphasis of the study, are described under three headings: (1) Regional Support Services—California Technology Project and Instructional Television Agencies; (2) Resource Development—Level II Model Technology Schools, Level I Model Technology Schools, and Software Development Projects; and (3) School-Based Planning and Implementation—School-Based Educational Technology Grants. Recommendations for improving the quality of programs, equity of technology access, impact on students, management of resources, and accountability of the state educational programs conclude this report. (ALF)

ED 348 977

IR 015 655

Sakamoto, Takashi Nakanome, Naoki

**Computer Assisted School Automation (CASA) in Japan.**

Pub Date—10 Sep 91

Note—12p.

Journal Cit.—Journal of Science Education in Japan (Kagaku Kyoiku Kenkyu); v15 n3 p161-170 Sep 1991

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Computer Managed Instruction, Computer Software, \*Computer Uses in Education, Counseling, \*Educational Administration, Elementary Secondary Education, Foreign Countries, Information Networks, School Surveys, Student Records, Teacher Attitudes, \*Use Studies

Identifiers—\*Japan

This assessment of the status of computer assisted school automation (CASA) in Japan begins by describing the structure of the Japanese educational system and the roles of CASA in that system. Statistics on various aspects of computers in Japanese schools and the findings of several surveys are cited to report on the present state of educational computing, educational computing in the curriculum, computer assisted automation (CASA) in the schools, and educational information networks. Areas that can be supported by CASA in teaching, instructional management, and school administration are then listed: (1) curriculum development, lesson planning, time scheduling; (2) instructional design and evaluation; (3) information retrieval of educational materials and devices and production of

educational materials; (4) diagnosis and evaluation of teaching processes concerning information on individual children; (5) data processing on achievement scores; (6) information on school counseling; (7) information on school and vocational guidance; (8) health and physical ability records; (9) information on the library; and (10) data processing on other school affairs. The status of these applications is briefly reviewed, and developmental strategies for CASA are described. Future tasks in the areas of teaching personnel and the infrastructure for supporting CASA are briefly discussed, and a need for financial support by both the central and local governments is indicated. (BBM)

**ED 348 978** IR 015 656

**Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.**

RMC Research Corp., Denver, CO.  
Spons Agency—Department of Education, Washington, DC.

Report No.—TAC-B-226

Pub Date—[91]

Note—105p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Communications Satellites, \*Distance Education, Educational Resources, \*Educational Television, Elementary Secondary Education, \*Instructional Design, \*Interactive Video, Teacher Role, \*Telecommunications, Teleconferences, Telephone Communications Systems, Transparencies, Workshops

Identifiers—AudioGraphics, \*Education Consolidation Improvement Act Chapter 1, Fiber Optics, Printed Materials

This packet of materials for a workshop on distance education for Chapter 1 programs provides a presenter's guide, which includes a script to be read with 18 overhead transparencies; masters for the transparencies; master copies for 12 handouts; and supplemental materials, i.e., copies of four articles and a glossary. Topics covered include workshop goals, one-way and two-way technologies, interactive television, major issues in distance education, sending and receiving sites, characteristics of successful projects, key components of a successful program, leading deficiencies in teleclassroom courses, directions of distance education technology, print-based and computer-based changes, audio-based and video-based changes, sample costs and funding, instructional/implementation issues, and the role of teachers. A list of resources for background information on distance education includes 11 articles, a journal, a resource guide for teleclass teaching, and a report issued by the Office of Technology Assessment, "Linking for Learning." (BBM)

**ED 348 979** IR 015 657

**Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991).**

Commonwealth of Learning, Vancouver (British Columbia).

Pub Date—Jul 91

Note—17p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cooperative Programs, \*Distance Education, \*Educational Technology, Foreign Countries, Information Technology, \*Institutional Cooperation, \*Instructional Materials, International Organizations, Postsecondary Education, \*Telecommunications

Identifiers—\*Canada, \*Commonwealth of Learning

The Commonwealth of Learning (COL), in cooperation with Laurentian University, convened a 2-day meeting of some 30 Canadian educators to ascertain through discussion and dialogue how best and to what purposes COL might cooperate with institutions and associations involved in distance education in Canada. This report summarizes six presentations that were featured the first day: (1) a keynote address by James A. Maraj, who explained the purposes of the meeting and the functions of COL; (2) Canadian perspectives on distance education by Ross Paul; (3) perspectives on distance education in Canadian universities by Marian Croft and in Canadian institutes and colleges by Tom Norton; (4) a talk on the use of telecommunications/technologies in distance education by John Quigley, which centered around educational telecommunications, educational broadcasting, educational technology, and communications technologies; (5) a discussion of material acquisition and development for distance education by Dennis Irvine, which included a number of challenges that COL faces in

these areas; and (6) information on three different distance education networks—Contact North (Gerard Lafrenier), the Telemedicine Centre (Ms. Erin Keough), and CREAD (Pierre Van Der Donckt). Reports by three groups that met on the second day to discuss and make recommendations to COL are then presented. These reports focused on: (1) materials for distance education; (2) the use of technologies and telecommunications in distance education; and (3) infrastructures for distance education. A summary of closing remarks concludes the report, and a list of meeting participants and an agenda for the meeting are attached. (BBM)

**ED 348 980** IR 015 659

**Burmeister, Marsha L.**  
**Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School.**

Pub Date—Apr 92

Note—95p.; Ed.D. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Computer Literacy, \*Curriculum Development, Elementary Education, \*Elementary School Teachers, \*Inservice Teacher Education, Instructional Effectiveness, Instructional Program Divisions, Microcomputers, Postsecondary Education, Questionnaires, Surveys, \*Use Studies

The problem addressed by the practicum was that the computer literacy of teachers and students varied from grade to grade and classroom to classroom, as did the amount of use of the computer. The goal of the practicum was that the participating teachers would improve their knowledge and skills and use the computer for professional and personal purposes. A computer literacy curriculum for grades K through 5 was developed; each level specified vocabulary, knowledge, and skills. Individual teacher inservices were held to enhance teacher computer literacy and to generate a project of the teacher's choice to reflect growth. A faculty workshop focusing on classrooms with access to one computer was also presented. The grade level specific computer literacy curriculum was adopted by the faculty at the school where the practicum was conducted. Analysis of the data from a survey of teachers following the practicum revealed that the participants in the individual inservice sessions were able to use the computer to produce a product and/or explore the use of the computer in a new way. Demonstration of the use of a RF modulator to enable use of a 25" television set as a monitor for whole class lessons led to the purchase and/or placement of this equipment for all the classrooms in the school. Appended materials include the questionnaire for a home computer survey, the grade level specific computer curriculum, the content outline for the optional workshop, inservice and practicum evaluation forms, the questionnaire for the computer survey for the faculty, and checklists and letters. (Contains 22 references.) (BBM)

**ED 348 981** IR 015 660

**Tsai, Shu-er.**  
**Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.**

Pub Date—92

Note—57p.; Paper presented at the Annual Conference of the American Educational Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Aptitude Treatment Interaction, Computer Science Education, High Schools, \*Instructional Effectiveness, \*Intermode Differences, \*Problem Solving, \*Programming, Qualitative Research, Schemata (Cognition), Statistical Analysis

Identifiers—BASIC Programming Language, \*Problem Representation

Students with a semester or more of instruction often display remarkable naivety about the language that they have been studying and often prove unable to manage simple programming problems. The main purpose of this study was to create a set of problem-plan-program types for the BASIC programming language to help high school students build plans for unstructured BASIC programs with a schema induction intervention. With an experimental versus control group design and taking individual

differences into analyses, this study was also aimed at investigating different functions of aptitudes and instructional treatments on computer programming learning. Treatment efficacy was assessed in terms of problem representation and problem solution of programming in card sorting tasks and performance tasks. Subjects were students from four high school computer programming classes. The results showed that inductive reasoning ability and treatment effect both contributed significantly to problem representation and problem solution of programming. The experimental group did better in card sorting tasks and performance tasks than the control group. The schema induction treatment proved to be effective. This study provides a learning framework for classes in computer programming. Results of the data analyses are displayed in 11 tables and 3 figures and a sample problem set is appended. (Contains 43 references.) (Author/BBM)

**ED 348 982** IR 015 661

**Richards, Irving. And Others.**  
**Distance Learning: A Study of Computer Modern Students.**

Pub Date—Apr 92

Note—78p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Community Colleges, \*Computer Assisted Instruction, \*Distance Education, \*Electronic Mail, \*Microcomputers, Modems, Postsecondary Education, Questionnaires, School Surveys, \*Student Characteristics, Telecommunications, Two Year Colleges

Identifiers—Cuyahoga Community College OH, \*Student Surveys

Since distance learning via computer/modem is a relatively new concept, little is known about the students in computer/modem classes. This paper investigated computer/modem college students' backgrounds, ages, interests, reasons for enrollment, grades, and course completion rates as compared to traditional students. In the study there were 167 students in 8 sections of computer/modem English and Marketing at Cuyahoga Community College, Cleveland, Ohio, for the spring, summer, fall, and winter 1990-92 quarters. Instruction was solely via computer/modem through an electronic bulletin board. Statistics on the 127 students who responded to the questionnaire revealed that neither distance from campus nor time of day influenced their interaction and instruction. The typical student was female, unmarried, and native born. A large number (41%) had a grade point average above 2.5. Most (56%) had successfully completed 20 quarter hours or more. A large group (43%) were in transfer programs, worked, and attended college part time. Many (46%) were non-white. The largest group (62%) accessed their computer/modem from home and had some prior computer experience. A copy of the questionnaire is provided and 17 tables display the data. (Contains 30 references.) (Author/ALF)

**ED 348 983** IR 015 663

**Bishop-Clark, Catherine.**  
**Field Independence and Programming Achievement: A Meta-Analysis.**

Pub Date—Jun 92

Note—23p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Cognitive Style, Correlation, Elementary Secondary Education, \*Field Dependence Independence, Meta Analysis, Postsecondary Education, \*Programming, Research Methodology

A meta-analysis is performed to determine if the cognitive style construct of field dependence/independence is related to achievement in computer programming. The studies for this meta-analysis came from three major sources: computer searches of the Educational Resources Information Center (ERIC), Psychological Abstracts, and Education Index databases; branching from bibliographies located through the computer searches; and manual searches through the last 10 years of the most relevant journals. Using the Pearson Product coefficient as the measure of effect size, 12 effect sizes from 10 studies are combined. The overall grand mean of the sample weighted effect size is .45. This suggests that there is a positive relationship between a student's degree of field independence and success in com-



puter programming classes. Class level, programming language, and the test used to measure field independence did not significantly differentiate the correlations. Four tables and two figures display the data. The code sheet for field dependence/independence in computer programming is appended. (Contains 20 references.) (ALF)

**ED 348 984** IR 015 664

**Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change.**

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Report No.—ISBN-0-16-036188-5; OTA-TCT-527  
Pub Date—May 92

Note—236p.

Available from—New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (S/N 052-003-01278-2, \$11.00; summary-OTA-TCT-528 is available separately).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Computer Software, \*Copyrights, Economic Factors, \*Electronic Publishing, Federal Legislation, Federal Regulation, Foreign Countries, Government Role, Intellectual Property, International Programs, \*Legal Problems, Patents, \*Technological Advancement, Technology Transfer

Identifiers—Multimedia Materials, Trade Secrets

This report, prepared by the Office of Technological Assessment (OTA) in response to a request from the House Committee on the Judiciary, examines the rapid and complex technological changes and trends in computer software technologies and their possible effects on the nation's intellectual property system. The three policy issues identified are: (1) the appropriate scope of copyright protection for computer software; (2) patent protection for software-related inventions and algorithms and how the U.S. Patent and Trademark Office will handle these types of applications; and (3) complications facing libraries and commercial and private producers and users of digital information, including computer-based mixed media products. A summary of this report is published separately which contains information found in the first chapter of the complete report. The complete report is divided into six chapters: (1) Summary, Issues, and Options; (2) The Law (patents, copyright, and trade secret law); (3) The International Arena; (4) Software Technology and the Law; (5) Digital Information and Copyright (print and nonprint electronic publishing); and (6) Economics, Intellectual Property and Software. Three appendices provide a review of selected computer hardware and software initiatives overseas; an analysis of the European Economic Community Treaty and its structure and function; and a list of workshop participants and reviewers. The names of the members of the Congressional Advisory Panel and the OTA project staff are also provided. (ALF)

**ED 348 985** IR 015 665

Vest, Betty J.

**Free Classroom Resources: Conducting a Successful Search.**

Pub Date—[91]

Note—77p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Educational Media, Elementary Education, Elementary School Science, \*Instructional Materials, Integrated Curriculum, Multicultural Education, Pollution, Questionnaires, School Surveys, \*Search Strategies, Social Studies, Units of Study

Identifiers—\*Free Materials

Compiled to assist teachers in their quest for free and inexpensive educational materials, this report provides both a practical guide to aid in planning a research strategy and a compilation of resources available free or at low cost to teachers. Teachers in four Virginia elementary schools were surveyed to determine: (1) whether their school system provides all the resources they use in the classroom; (2) whether teachers themselves provide classroom resources either from their personal funds or through their efforts to obtain such resources; (3) whether teachers are comfortable conducting resource searches; and (4) the types of resources teachers provide for their classrooms. Numerous, comprehensive listings of free classroom resources were

located, but there were few sources outlining research strategies and tools. To test the usefulness of this compilation of free resources, it was cross-matched with an integrated mini-unit on pollution/the environment to create a unit "enhanced" by related thematic material available free to teachers. Appended materials include the teacher questionnaire; a sample research/reference card; a resource directory card; a comprehensive listing of free classroom resources by subject matter; the integrated mini-unit plan on pollution/environment; tips for an organized, successful search; and 9 figures displaying the survey findings. (Contains 32 references.) (Author/ALF)

**ED 348 986** IR 015 684

Donnan, Peter, Ed.

**Occasional Papers in Distance Education: Number 12, Charles Sturt University.**

Charles Sturt Univ.-Riverina. Wagga Wagga (Australia).

Report No.—ISSN-1034-7186

Pub Date—Jun 92

Note—41p.; For Numbers 10 and 11, see ED 330 323 and ED 331 494.

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Distance Education, Foreign Countries, Higher Education, \*Instructional Design, \*Instructional Materials, \*Learning Modules, Material Development, Open Education, \*Quality Control, Residential Colleges, Standards, \*Study Habits

Identifiers—\*Australia

The five papers in this edition address issues of general interest in distance education. In the first paper, "Study Methods and Study Notes: Interim Report," Stephen Relf and Terry Geddes report on a study designed to identify patterns of use and trends in the ways in which distance students use their study notes. In the second paper, "Quality and Standards in Open Learning in Charles Sturt University," David Meacham proposes guidelines for design and quality control in the production of study materials. "Modularization," which is addressed by Wendy Pearce and Sandy Wright in the third paper, is associated with a recent Charles Sturt University National Priority Reserve Fund Grant. It is suggested that this paper should provide a worthwhile basis for staff who are considering or involved with modularization of their study materials. The fourth paper, "In Defence of Residential Schools," by Jenni Brackenreg and Jan Allan, presents a defence of the traditional residential school model, which is firmly rooted in the origins of Australian distance education. In the final contribution, "Review of Brackenreg and Allan's 'In Defence of Residential Schools,'" Peter Donnan seeks to extend the terms of the debate about the effectiveness of residential schools. References are listed for each of the individual papers. (BBM)

**ED 348 987** IR 015 686

Reed, W. Michael Liu, Min

**The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.**

Pub Date—Mar 92

Note—25p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Analysis of Variance, \*Anxiety, Higher Education, Hypermedia, \*Instructional Effectiveness, \*Performance, Predictor Variables, Pretests Posttests, \*Problem Solving, \*Programming, Programing Languages, Regression (Statistics)

Identifiers—\*BASIC Programming Language, Computer Anxiety, \*HyperCard

This study compared the effectiveness of the BASIC programming language and the HyperCard authoring language on promoting problem-solving skills and the reduction of computer anxiety. Two groups of students participated in the study. One group (N=13) received instruction on BASIC and the other (N=8) on HyperCard. Students in both groups responded to the same 61-item problem-solving instrument and 20-item computer anxiety instrument during the first and 12th meetings. During the second through the ninth meetings, they received instruction on one of the programming languages; during the 10th meeting they took either the

BASIC or the HyperCard test; and during the 11th meeting, the evaluated tests were returned and answers were explained. Analyses of the data indicated that the problem solving skills of the BASIC group improved from the beginning of the treatment to the end whereas the problem solving skills of the HyperCard group did not; computer anxiety decreased for both groups; the HyperCard group outperformed the BASIC group on both the programming and debugging exercises; and a negative relationship between computer anxiety and debugging emerged when dealing only with the BASIC group. It is concluded that, while HyperCard is superior to BASIC for software construction, BASIC appears to be the language of choice when the purpose is to develop problem-solving skills. The programming portions of the BASIC and HyperCard tests and exercises for debugging in the two languages are appended. (Contains 40 references.) (BBM)

**ED 348 988** IR 015 696

Teles, Lucio Duxbury, Nancy

**The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase 1: August 1990-August 1991. Final Report: September 1991.**

Simon Fraser Univ., Burnaby (British Columbia). Faculty of Education.

Pub Date—91

Note—72p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Computer Networks, Databases, \*Distance Education, Electronic Mail, Elementary Secondary Education, Foreign Countries, Formative Evaluation, Microcomputers, Online Systems, School Surveys, Tables (Data), \*Telecommunications, \*Teleconferencing

Identifiers—British Columbia, \*Computer Mediated Communication

The Networked Classroom was implemented by the Southern Interior Telecommunications Project (SITP) to provide computer mediated communication (CMC) to teachers and students in the southern region of British Columbia. The Networked Classroom uses telecommunication networks to link teachers and students from different locations, to support their access to information and information-sharing, and to facilitate collaboration and knowledge building. The technological infrastructure for this project is referred to as Computer-Mediated Communication (CMC), and includes computer conferencing, electronic mail, and online databases. Computer conferencing, a technology that supports group communication, was the principal medium used. Data for a formative evaluation were collected via archival search, questionnaires, interviews, videotapes of sessions, system-generated usage statistics, analysis of conference transcripts, and focus groups. This report provides an overview of Phase 1 of the project and its objectives, a description of the SITP resources, and the attributes of this new technology as perceived by project participants. It also contains information on participants' usage patterns, and an account of types of impacts this medium is having on SITP users and schools. The report concludes with research findings and recommendations to improve SITP in Phase 2. Appendices provide additional information, including descriptions of the research methodology used, the SITP conferences, and SITP approaches to online learning. (Contains 31 references.) (BBM)

**ED 348 989** IR 015 782

Sivin, Jay P. Bialo, Ellen R.

**Ethical Use of Information Technologies in Education: Important Issues for America's Schools.**

Institute for Law and Justice, Inc., Alexandria, VA. Spons Agency—Department of Justice, Washington, D.C. National Inst. of Justice; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 92

Contract—OJP-91-C-005

Note—42p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Computer Software, Curriculum Development, Educational Technology, Electronic Mail, Elementary Secondary Education, \*Ethics, Intellectual Property, \*Legal Problems, \*Policy Formation, Privacy, Program Evaluation, Purchasing, \*Teaching Methods

## Identifiers—Computer Crimes, Software Piracy

In response to the rapid growth of computer crime and such illegitimate practices as piracy and fraud, the National Institute of Justice and the Office for Educational Research and Improvement have formed a partnership to promote school programs on the ethical uses of new technologies. This report, the first of the partnership, is designed to assist schools in preparing a strategy to address technology-related issues. It begins by presenting six possible scenarios to illustrate the importance of policies and educational programs to address such issues as physical and intellectual property rights, the right to privacy, and limitations on the right to free expression. It then offers an overview of technology ethics issues for teachers, school administrators, and members of the community concerned about school policy, and explores the answers to four questions: (1) why technology issues are important for U.S. society; (2) how information technology can change what is considered to be ethical behavior; (3) why so many students find the concept of intellectual property confusing; and (4) what schools can do to address these problems. Discussion of what schools can do focuses on defining and implementing school policy and incorporating technology ethics issues into the curriculum. Additional information is presented in four "boxes": (1) The Impact of Computer-Related Crime; (2) Information Technology and the Law; (3) Cost-Effective Purchasing Options for Schools; and (4) Teaching Ideas from the Computer Learning Foundation's Responsible Computing Contest. Nineteen endnotes are provided as well as a list of 43 references; a list of 10 associations and agencies to contact for further information is appended. (BBM)

ED 348 990

IR 015 816

Weir, Sylvia

## Electronic Communities of Learners: Fact or Fiction.

TERC Communications, Cambridge, MA.

Spons Agency—Department of Education, Washington, DC; National Science Foundation, Washington, D.C.

Report No.—TERC-WP-3-92

Pub Date—Jan 92

Contract—MDR-9153955; R203A80064

Note—33p.

Available from—TERC Communications, 2067 Massachusetts Ave., Cambridge, MA 02140.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Adoption (Ideas), \*Computer Networks, Cooperative Learning, \*Educational Change, Elementary Secondary Education, \*Instructional Innovation, Program Evaluation, Student Attitudes, Teacher Attitudes, \*Teacher Student Relationship, Telecommunications, Teleconferencing

Identifiers—\*National Geographic Kids Network, Science Teachers Network, \*Star Schools

This paper summarizes the experience of several pre-college telecommunications projects, with special emphasis on those administered by TERC, including an in-depth account of the evaluation findings in the largest project, TERC Star Schools. It begins by discussing networks and educational change in the context of changing teaching approaches and beliefs, teacher concerns, the role of collaboration, changing patterns of interaction in classrooms, readiness to change, effect on students, and the role of institutions. Collaboration, communication, and learning are then discussed, including student communication and collaboration and teacher collaboration on a network. Patterns of teacher participation are analyzed by contrasting the Science Teachers' Network, which provided teacher support and development but was not specifically linked with any curriculum, and TERC Star Schools, which offered an integrated program that linked technology, curriculum, and teacher support, and documented evidence of changing classroom practices. Several studies dealing with the effect on students of their participation in telecommunications activities are reviewed, with details drawn mainly from two TERC projects: Star Schools and the National Geographic (NGS) Kids Network. Finally, factors involved in predicting network success are discussed, and the major findings from each section are summarized. It is concluded that, when telecomputing is embedded in an integrated program of teacher support and curriculum development, with an involved school administration, it can be a powerful agent of educational change. Addi-

tional information about specific networks is provided in 8 notes, and 34 references are listed. (BBM)

ED 348 991

IR 054 019

Walter, Virginia A.

## Output Measures for Public Library Service to Children. A Manual of Standardized Procedures.

Association for Library Service to Children, Chicago, IL; Public Library Association, Chicago, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-8389-3404-8

Pub Date—92

Note—113p.; Part of the Public Library Development Program.

Available from—ALA Books, American Library Association, 50 East Huron Street, Chicago, IL 60611 (\$20 plus shipping and handling).

Pub Type—Guides—General (050)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Children's Libraries, \*Data Collection, Library Administration, Library Planning, \*Library Services, \*Measurement Techniques, \*Public Libraries, Qualitative Research, Questionnaires, Statistical Analysis, Use Studies, Worksheets

This manual has been designed as a practical guide to quantifying and measuring the results, or outputs, of public library service to children. The basic output measures presented are tailored to reflect library services to children (defined as persons 14 years old and younger) and their care givers. Six categories of measures are presented: (1) library use (children's library visits per child, building use by children, and furniture/equipment use by children); (2) materials use (circulation of children's materials per child, in-library use of children's materials per child, and turnover rate of children's materials); (3) materials availability (children's fill rate, homework fill rate, and picture book fill rate); (4) information services (children's information transactions per child and children's information transaction completion rate); (5) programming (children's program attendance per child); and (6) community relations (class visit rate, child care center contact rate, and annual number of community contacts). The first of three parts of the manual provides an overview of measurement and evaluation, basic information about statistics and data collection and analysis, and suggestions for managing the measurement effort in a particular library. The second part presents each output measure in detail, including the data elements needed and instructions for calculating the measure. The third part presents some techniques for collecting more subjective data, such as focus groups and user surveys, that may help to understand and interpret the quantitative output measure data. Copies of all of the blank forms needed are appended. (4 references) (BBM)

ED 348 992

IR 054 039

Rothlisberg, Allen P.

## Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology.

Northland Pioneer Coll., Holbrook, Ariz.

Pub Date—25 Mar 92

Note—7p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Course Descriptions, \*Credit Courses, \*Extension Education, \*Library Education, \*Library Personnel, Postsecondary Education, \*Rural Areas, Two Year Colleges

Identifiers—\*Northland Pioneer College AZ

The Department of Library/Media Technology at Northland Pioneer College (Arizona) provides librarians in rural isolated Navajo and Apache Counties in northeastern Arizona with for-credit, one-day classes tailored to their specific needs. Students receive 0.5 to 1.0 hours of permanent, transcripted credit for each workshop. Up to 3 credit hours earned in these workshops can be applied toward Northland Pioneer College's library/media technology certificate or degree program. Brief descriptions of nine workshops offered during the 1991-92 school year are provided: (1) Library Friends and Volunteers; (2) Grant Writing for Library/Media; (3) Library Advocacy; (4) Library Telecommunications; (5) Book Repair; (6) Grateful Med Search Strategies; (7) County Library District; (8) Defending Arizona's Libraries; and (9) Cooperative Planning/Librarians Teachers. (KRN)

ED 348 993

IR 054 072

Rothlisberg, Allen P.

## Managing the One Person Library in Rural Northeastern Arizona.

Northland Pioneer Coll., Holbrook, Ariz.

Pub Date—10 Apr 92

Note—6p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Course Descriptions, \*Library Administration, \*Library Education, \*Library Personnel, Rural Areas, Textbooks, Two Year Colleges

Identifiers—Northland Pioneer College AZ, \*One Person Libraries, \*Small Libraries

Northland Community College, which serves rural isolated northeastern Arizona, offers a three-credit course for persons who are operating one-person libraries located throughout the area. Part of the library/media technology curriculum, the course covers: (1) library organization (duties and responsibilities of the library board and the librarian, library facilities, financing and budgeting, legal issues, insurance needs, library policies and procedures, self-management and time management techniques, and automation and networking strategies); (2) small library record keeping; (3) achieving success; (4) promoting the one-person library; and (5) types of small libraries (church, church music, law, business firm, medical, small historical museum or local historical society, and small public libraries). The course serves as a springboard for students to enter the program to work toward their Certificate of Applied Science or Associate of Applied Science degree in library/media technology. The two textbooks used provide practical down to earth suggestions for operating a one person library and class discussions and activities provide peer support in a variety of ways. (KRN)

ED 348 994

IR 054 074

McClure, Charles R. And Others

## A New Strategic Direction for the AAHS�D Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I.

Information Management Consultant Services, Inc., Manlius, NY.

Spons Agency—Association of Academic Health Sciences Library Directors.

Pub Date—20 Dec 91

Note—126p.; For a related report, see ED 325 141.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Academic Libraries, Databases, Data Collection, \*Data Interpretation, Evaluation Criteria, Higher Education, Improvement, Information Services, Library Associations, \*Library Planning, \*Library Statistics, \*Management Development, Management Information Systems, \*Medical Libraries, Needs Assessment, \*Performance Factors, Workshops

Identifiers—Focus Groups Approach, \*Strategic Planning

This report presents a summary of activities, findings, and recommendations from Phase I of a project to improve the effectiveness of academic health science libraries and their provision of information services. The objectives for Phase I of the project are given: (1) to identify academic health science library requirements in the areas of planning, performance measures, and management information systems; (2) to analyze the Annual Statistics database in light of these requirements; (3) to develop draft performance measures, service roles, and planning models; (4) to conduct a workshop to inform the membership of the Association of Academic Health Science Library Directors (AAHS�D) on the status of the project, as well as to inform them on the components of the planning process; and (5) to task the remaining phases of the project. The main body of the report provides a brief introduction to the project, an overview of the method, key findings and conclusions, and a proposed tasking and budget for remaining project phases. Twenty key recommendations cover strategic planning, vision statements and performance measurement, data management, and improved education for management and evaluation. The seven appendices, which make up the major part of the final report, contain detailed reports on data collection activities, the findings, and recommendations. (KRN)

ED 348 995

IR 054 075

Cassell, Marianne Kotch

Planning for Accessibility.

Vermont State Dept. of Libraries, Montpelier.

Pub Date—May 91

Note—88p.; Developed by Marianne Kotch Cassell and the Vermont Board of Libraries Access Task Force.

Pub Type—Guides - General (050) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Accessibility (for Disabled), Disabilities, Facility Planning, \*Facility Requirements, Federal Legislation, \*Fund Raising, Guidelines, \*Library Facilities, \*Public Libraries, \*Public Policy, State Legislation, State Programs

Identifiers—Library Services and Construction Act

This practical manual provides useful, concrete ideas and suggestions to help public libraries make libraries more accessible to persons with disabilities. Most suggestions are for persons who have difficulty with mobility. Reviews of pertinent laws and regulations are followed by concrete, step-by-step suggestions for planning for accessibility, including smaller, low-cost changes. Twenty-two potential obstacles, such as parking, walks, ramps, doors, tables, aisles, equipment, restrooms, elevators, lighting, and water fountains are treated in separate discussions. The American National Standards Institute (ANSI) standards for accessibility are included in each discussion, as well as a list of libraries that have already implemented recommended changes. Ways to raise money for building or equipment modifications are described, and a list of 10 potential resources is provided. Appended materials include a resource list for further information or assistance; two bibliographies, Planning for Accessibility and Planning to Build; a list of public libraries in Vermont that are physically accessible; and excerpts from Public Law 101-336, The Americans with Disabilities Act of 1990, that are of interest to public librarians. (KRN)

ED 348 996

IR 054 078

Rothlisberg, Allen P.

Training Library Work Study Students for Academic Credit: A Way to Address the Accountability Factor.

Northland Pioneer Coll., Holbrook, Ariz.

Pub Date—1 Apr 92

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Accountability, \*Behavioral Objectives, Community Colleges, Competence, Course Descriptions, Job Training, \*Learning Resources Centers, \*Library Education, Library Personnel, Rural Areas, Seminars, Two Year Colleges, \*Work Study Programs

Identifiers—\*Northland Pioneer College AZ, \*Student Assistants

Work study students at Northland Pioneer College's Learning Resource Centers in Arizona are required to take a one-unit class entitled Learning Resource Center Survival Skills. Students who successfully complete the course will have mastered 18 skills needed to perform their duties at the resource centers. Assignment of a grade for this course depends in part on satisfactory performance of assigned tasks, and this helps promote accountability. Skills covered in the course range from shelving materials using the Library of Congress system, printing out search strategies using the NEWS-BANK computerized data bank, and sending and retrieving messages on the college's voice mail system. Because of the success of the program, it is being extended to work study students located at the college's resource centers in nine other communities in rural isolated Navajo and Apache Counties in northeastern Arizona. (KRN)

ED 348 997

IR 054 079

Bearman, David, Ed.

Hypermedia &amp; Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.

Archives and Museum Informatics, Pittsburgh, PA. Report No.—ISSN-1042-1459

Pub Date—91

Note—345p.

Available from—Archives and Museums Informatics, 5501 Walnut St., Suite 203, Pittsburgh, PA 15232 (\$50, 25% off for five or more copies).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Computer Software, Copyrights, Databases, Educational Media, \*Evaluation Methods, Exhibits, \*Hypermedia, Information Technology, \*Innovation, Instructional Design, Intellectual Property, \*Interactive Video, Man Machine Systems, Media Research, \*Museums, Needs Assessment, Use Studies

Identifiers—Image Analysis, Learning Environments, \*Multimedia Materials, Virtual Reality

This collection of 33 conference papers and 10 abstracts provides a critical assessment of the current applications of interactive multimedia in museums, an analysis of museum requirements, and an exploration of technology issues. Two papers discuss the parallel attributes of museums and software technology and the possibilities of the virtual museum. Eight papers address issues of design, evaluation, and implementation. Separate papers present hypermedia projects in 11 different museums. Three papers address issues raised by wordless communications, including images and full body interactives. Three more papers explore issues of copyright and the difficulties in satisfying intellectual property claims of owners and creators of the components of multimedia products. Technological barriers to implementing hypermedia in museums are addressed in five papers, including the poor visual quality of most media products, the need to "scale up" existing prototypes to express cultural knowledge bases and the costs of doing so, and the need for standards for the use of electronic records that will facilitate access to and reuse of information. Abstracts of or brief communications relating to 10 additional conference presentations are also provided. (KRN)

ED 348 998

IR 054 083

Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990).

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date—90

Note—75p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, \*Access to Information, \*Change Strategies, Democracy, \*Economic Development, Elementary Secondary Education, Higher Education, Learning Resources Centers, Literacy, Marketing, Preservation, Public Libraries, \*Public Policy, \*Public Support, School Libraries, Special Libraries

Identifiers—\*Maryland Governors Conference Lib Info Serv, White House Conference Library Info Services

Delegates to the governor's conference, including librarians, library advocates, citizens and government officials, met for 3 days to develop a list of resolutions relating to the future directions of all types of libraries. The theme of the conference was equal access to information, and its goal was to promote the role of Maryland libraries as the central source of information for democracy, literacy, and economic development. The 202 delegates discussed 113 issues facing libraries, prepared 51 resolutions, and adopted 38 of them to present to the governor. The final report contains the 51 resolutions, 5 of which the delegates identified as top priority. Of these, two addressed funding for public school library media programs and libraries in public institutions; two placed top priority on forming task forces to formulate a statewide preservation plan and to evaluate and revise the state's aid formula for libraries; and one recommended that all types of libraries develop marketing strategies to reach all of the state's citizens. It is noted that the final business of the conference was to announce the 12 delegates and 4 alternates selected to represent Maryland at the White House Conference on Library and Information Services to be held July 9-13, 1991. Appendices contain lists of governor's conference delegates and alternates, special guests and observers, a roster of the conference planning committee, and lists of the State's Library Development and Services Staff and facilitators of delegate discussions. (KRN)

ED 348 999

IR 054 085

Chang, Shan-Ju

Information Uses: Relating Information Needs to Information Uses in Specific Contexts.

Pub Date—[89]

Note—39p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Information Seeking, Information Systems, Information Transfer, \*Information Utilization, Literature Reviews, \*Models, Research Needs, \*User Needs (Information), \*Use Studies

This review of the literature examines the relationship of information needs and uses and explores some of the factors that influence the relationship. The paper begins with a review of ways that the terms "information and information need" and "information use" have been defined in the literature. It then identifies and discusses three approaches to conceptualizing user-oriented research on needs and uses: (1) the anomalous states of knowledge (ASK) approach of Belkin's model; (2) the value-added model proposed by Taylor; and (3) the sense making model (Situation-Gaps-Uses) proposed by Dervin. The impact of the context on information use is then explored using the professional settings of scientists, engineers, and executives as examples. Factors affecting information needs and use at the individual level are also explored, including users' cognitive skills, attitudes, and motivation, as well as market segmentation, information seeking behavior, user needs, and organization structure, climate or culture, policies, and environment. A proposal for conceptualizing the relationship of information needs to use and some suggestions for future research conclude the paper. (Contains 52 references.) (KRN)

ED 349 000

IR 054 091

Young, Peter R.

Evolving Knowledge Resource Access Systems.

Pub Date—12 Apr 91

Note—17p.; Keynote address presented at the Collection Development Institute of the City University of New York Library Association (New York, NY, April 12, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Libraries, Access to Information, \*Change Strategies, Copyrights, \*Economic Impact, Educational Trends, Electronic Publishing, Higher Education, Intellectual Property, Public Policy, \*Publishing Industry, \*Research Libraries, Retrenchment, \*Scholarly Journals, Shared Library Resources, Technological Advancement

Identifiers—Electronic Journals

The academic library environment is in transition because of the enormous financial pressures placed on university libraries by simultaneous budget decreases and increased demands for services. Changes brought about by economic restructuring of the scholarly research and publication process, the emergence of a scholarly electronic communication network, and the impact of the evolving electronic university are the three major sources of change. These changes are creating a paradigm shift in the nature of scholarly research, in response to which academic libraries need to create and test new, reformulated, and expanded missions. Tactics that will help university libraries respond to the challenges include selective cancellation of serial titles; changing existing intellectual property statutes to allow more resource sharing; increased networking among many participants in the system of scholarly communication; and the development of creative excitement directed at recasting academic libraries and their missions. (KRN)

ED 349 001

IR 054 094

Weatherby, James B. And Others

Improving and Extending Rural Library Services

in Idaho.

Boise State Univ., Idaho.

Spons Agency—Idaho State Board of Education, Boise.

Pub Date—Jan 91

Note—139p.

Available from—Boise State University, Public Affairs Program, 1910 University Drive, Boise, ID 83725 (\$15).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Access to Information, \*Change Strategies, Computer Networks, \*Financial Policy, Financial Support, \*Library Development, Library Extension, Library Networks, \*Library Services, \*Library Surveys, Public Policy, Revenue Sharing, \*Rural Areas, State Aid, State Legislation, State Libraries

Identifiers—\*Idaho

This study of rural libraries in Idaho was designed



to identify appropriate alternative local revenue sources to support library services as well as ways of improving the coordination and delivery of library services in the state and extending library access to unserved areas. Data were gathered from U.S. Bureau of the Census reports and special local government finance reports; field work conducted with library science instructors and practitioners; visits to both large and small libraries; a survey of 50 state libraries; and an extensive review of the professional literature. Public libraries in Idaho were also surveyed and state legislation affecting libraries was reviewed. Recommendations based on the findings include: (1) tax regulations should be changed to permit more local control over tax revenues for library services; (2) public libraries need to tie their efforts more closely with local and statewide development programs; (3) cooperative arrangements and research sharing should be an integral part of any comprehensive service delivery package for local libraries; (4) a statewide policy assuring a minimum level of service to all should be adopted; (5) libraries should develop plans to market their services in their local communities; and (6) the role of the Idaho State Library should be expanded to heighten the general level of library skills among local library staff. Six appendices include tables of financial data and the results of the survey of state libraries; a review of the literature by Diane Moskowitz-McKenzie; a report on the survey of state libraries; a description of the Nebraska Information Network; and the questionnaire for the Idaho library survey. (KRN)

**ED 349 002** IR 054 096

Young, Peter R.

**The Great Balancing Act.**

Pub Date—Mar 91

Note—17p.; Paper presented at the Annual Conference of Research Library Directors (9th, Columbus, OH, March 11, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Libraries, \*Change Strategies, Competition, Computer Networks, Copyrights, \*Fair Use (Copyrights), Higher Education, Intellectual Property, \*Policy Formation, Public Policy, \*Research Libraries, \*Telecommunications

Identifiers—Global Markets

The issue of ownership of intellectual property is central to scholarly communication of expressed ideas. Our knowledge property arrangements are key to success in the competitive global markets of the 1990s. There is concern that recent social, technological, and economic changes in the scholarly communication system are affecting the balance between the creators and users of scholarship. This balance involves the "fair use" of copyrighted works for teaching, scholarship, and research activities. Different models for balancing the public good with incentives rewarding individual creativity include the development of an electronic network for scholarly communication; strengthening the role of intellectual property collectives; development of a public corporation to subsidize scholarly communications; and establishing new contractual rights agreements through intermediaries. (Author)

**ED 349 003** IR 054 097

Young, Peter R.

**Knowledge Communities and Information Network Policies.**

Pub Date—11 Oct 91

Note—19p.; Yuri Nakata Lecture delivered at the Library of the University of Illinois at Chicago (12th, Chicago, IL, October 11, 1991).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Libraries, \*Computer Networks, Epistemology, Futures (of Society), Higher Education, Information Networks, Intellectual Property, Organizational Change, \*Policy Formation, Privacy, Researchers, \*Research Libraries, \*Technological Advancement, \*Values

Identifiers—Information Infrastructure

The growing convergence of research library functions with a knowledge network infrastructure is beginning to have a transforming influence on the conduct of university research and instruction. Computing and communication network technologies are forcing a re-examination of institutional missions, the policies that support knowledge transmission, research productivity, scholarly communication, academic creativity, intellectual property

ownership, and the values supporting intellectual inquiry, quality, and advancement within the university. These structural shifts are occurring within a dynamic context of organizational change. Greater awareness of the influence of electronic machines on learning will present new structures for the education of tomorrow's students, who will encounter interactive multimedia technology in conjunction with more traditional textual resources. Faculty members will use computer and audiovisual technology together to create course materials mixing film, video, graphics, sound, and text. More research is being performed by teams of specialists, often working in collegial networks or co-laboratories, and research libraries are moving towards networked information systems and access to shared resources from diverse collection sources. Those involved in these changes must engage in a rigorous exploration of the impact on professional and institutional values so that the changing infrastructure will reflect the creative systems, established conventions, scholarly customs, and social structures required to perpetuate the values of the scholarly community into the next century. (KRN)

**ED 349 004** IR 054 098

Young, Peter R.

**Knowledge Network Values: Learning at Risk?**

Pub Date—13 Nov 91

Note—7p.; Paper presented at the Biennial Meeting of the North Carolina Library Association (November 13, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication (Thought Transfer), \*Computer Networks, Democracy, \*Freedom of Information, Freedom of Speech, \*Learning, \*Library Role, Privacy, Public Policy, \*Social Values, \*Technological Advancement

The boundaries between various information, entertainment, and communication fields are shifting. The edges between our library systems and communication networks are becoming increasingly fuzzy. These fuzzy edges affect concepts of education, learning, and knowledge. The existing library paradigm does not easily accommodate the new, fluid and dynamic knowledge networks. Librarians need to identify the structures that are essential for perpetuating the values of the learning community into the knowledge networks of the future. Greater freedoms of access are possible with electronic networks, but greater restraints are also possible. Electronic impulses can be easily manipulated, modified, distorted, transmitted, and erased. International aspects of network access involve questions of different legal and regulatory structures. The protection of free speech and assurance of privacy in electronic network use are critical if society's freedoms are to be preserved. (KRN)

**ED 349 005** IR 054 099

**Learning Outcomes in Library Media Skills.**

Maryland State Dept. of Education, Baltimore.

Pub Date—[Apr 92]

Note—47p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Behavioral Objectives, \*Course Integrated Library Instruction, Elementary Secondary Education, Learning Activities, \*Learning Resources Centers, \*Library Skills, Lifelong Learning, School Libraries, Skill Analysis, Skill Development, State Programs

This guide for school library media specialists presents seven learning outcomes in library media skills that were identified in "The Library Media Program: A Maryland Curricular Framework" and matches them with appropriate library media skills/attitudes. It is noted that these matches produce indicators that are fully integrated to describe activities that lead to the successful achievement of the learning outcomes in all disciplines and promote lifelong learning. The guide begins by providing a rationale for library instruction, noting additional related resources for media specialists produced by the Maryland State Department of Education. The seven outcomes are then listed and briefly described: (1) students will demonstrate the ability to locate and use materials and equipment; (2) they will demonstrate the ability to review, evaluate, and select media for an identified information need; (3) they will demonstrate the ability to learn and apply study, research, reference, and critical thinking skills to organize information; (4) they will demonstrate the ability to comprehend content in various

types of media; (5) they will demonstrate the ability to retrieve and manage information; (6) they will demonstrate an appreciation of books and other media as sources of information and recreation; and (7) they will demonstrate the ability to create print and nonprint media. Specific activities are then listed for each of these outcomes and representative subject matches for the library media learning outcomes in mathematics, reading, writing, science, and social studies at different grade levels are shown in a series of 19 charts. Indicators of the successful achievement of each outcome are included in the charts. (Contains 5 references.) (KRN)

**ED 349 006** IR 054 100

Smith-Talley, Beatrice Moore, Comp. Matson,

Madelaine, Ed.

**Libraries and Literacy: A Program Planning Manual for Missouri Librarians.**

Missouri State Library, Jefferson City.

Pub Date—Dec 90

Note—59p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adult Literacy, Adult Reading Programs, Adult Students, Fund Raising, Instructional Materials, \*Library Planning, Library Role, \*Literacy Education, Nontraditional Education, \*Program Development, Program Evaluation, \*Program Implementation, Public Relations, Teaching Methods, Volunteer Training

Library literacy programs may be on-going or short-term, formal or informal, large or small. Librarians need to be aware of these programming options and select the program appropriate to their community's literacy needs and the resources the library can make available. This manual is designed to assist librarians in considering options and services and as a guide to program planning and implementation. It provides a generic program plan and an action plan; describes the overall steps needed to plan and implement a library literacy program; provides a planner's checklist; presents examples of small-scale and short-term activities; describes funding options and lists potential sources; describes student recruitment activities and teaching methods; lists sources of literacy materials; describes staffing options and the training of volunteer tutors; and provides suggestions on site selection, record management, and program evaluation. The five appendices include an explanation of low literacy skill levels; a job description for a volunteer tutor; characteristics of adult learners; guides for making libraries accessible to adult learners; and programming ideas for developing literacy awareness on college campuses. (Includes 36 references.) (KRN)

**ED 349 007** IR 054 101

Libutti, Patricia

**Library Support for Graduate Education Research and Teaching.**

Fordham Univ., Bronx, NY. Graduate School of Education; Fordham Univ., New York, NY. Libraries.

Pub Date—Apr 91

Note—31p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Libraries, Bibliographies, Content Analysis, Course Descriptions, \*Evaluation Methods, \*Graduate Study, Higher Education, Intellectual Disciplines, \*Library Collections, \*Library Instruction, Library Material Selection, Library Surveys, Research Libraries, \*Resource Materials, Schools of Education, \*User Needs (Information)

Identifiers—Information Literacy

This report summarizes data from three exploratory studies of Fordham University Library (New York) support for graduate education scholarship at Fordham. The first study assessed the spring 1990 course syllabi for inclusion and noninclusion of items on the bibliographies in the Fordham library system. Collection support for future course offerings was assessed by examining course proposal bibliographies for inclusion and noninclusion. A total of 2,555 citations were examined. Data are tabulated by type of publication (book, journal, and other), by publication date (pre-1986 and 1986-1990), by academic division within the Graduate School of Education, and by faculty grouping. Collection support for doctoral dissertation research was assessed by examining 1,331 citations from 15 dissertation bibliographies from May 1990 for inclu-

sion and noninclusion. The third study focused on student information literacy needs. One hundred and sixty-one students from all three divisions within the Graduate School of Education responded to a self-report on their educational information literacy. A focus group of 74 of these respondents were given a variant questionnaire that surveyed the preferred methods of delivery of information literacy instruction. Based on these responses, library staff provided an array of new resources and instructional formats. The five appendices provide information about the library's resources, collection development guidelines from the School of Education, and a copy of the education information literacy self-report survey instrument given to students. (Includes 19 references.) (KRN)

**ED 349 008** IR 054 103  
Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report. Missouri State Library, Jefferson City. Pub Date—[91]

Note—23p; Photographs will not reproduce well. Pub Type—Collected Works - Proceedings (021)  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Conferences, Democracy, Financial Support, \*Library Services, Literacy, \*Planning, Productivity, Publicity, State Programs  
Identifiers—Delegate Selection. \*Governors Conference Library Info Services MO, \*Missouri, White House Conference Library Info Services

This final report on the Missouri Governor's Conference on Library and Information Services begins by describing activities during the planning stage, the selection of 200 delegates to the conference from applications submitted by individuals, and publicity prior to the conference. The charge to the delegates by Montera Hightower, Missouri State Librarian, is then presented, followed by excerpts from major presentations on the three themes of the 1991 White House Conference on Library and Information Services: (1) "Library and Information Services for Democracy" (Thomas F. Eagleton); (2) "Library and Information Services for Literacy" (Lois A. Bader); and (3) "Library and Information Services for Productivity" (A. Drue Jennings). The political process used to select 12 delegates to the White House Conference is described and the delegates are listed under the categories they represent, i.e., library professionals, library supporters, government officials, and the general public. The resolutions adopted by the delegates to the state conference are listed in priority order under the appropriate theme—democracy, literacy, or productivity. Resolutions concerning funding for Missouri libraries are also listed. The presentation of the conference resolutions to the governor is noted and the role of the delegates at the national conference is briefly described. Lists of organizations exhibiting at the conference and the members of the governor's conference planning committee are included. (BBM)

**ED 349 009** IR 054 104  
Millen, Celeste And Others  
Outline of Standards for Migration to Integrated Online Systems.

Pub Date—[92]  
Note—25p.  
Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—College Libraries, Databases, Higher Education, \*Integrated Library Systems, Library Acquisition, \*Library Automation, Library Circulation, \*Library Standards, Online Catalogs, \*Online Searching, Online Systems, Serials, \*Specifications, Systems Development  
Identifiers—University of North Carolina Wilmington

Intended to describe an ideal system for William Madison Randall Library at the University of North Carolina-Wilmington, this outline presents specific system requirements that would build on and enhance features available on the current system while moving toward a truly integrated system with built-in possibilities for expansion and improvements in the future. It is noted that the Ad Hoc Committee on System Requirements views migration as an opportunity to take full advantage of both existing and potential software capabilities. The first of 11 sections covers what are considered to be absolute essentials for a new system that would provide connectivity and interconnectivity, opening the online catalog system to departmental, campus,

state, national, and international resources. The topics covered include standards, database conversion, system management, training and documentation, and handicapped access. The remaining sections focus on: (1) types of databases that must be integrated into one (public access catalog, circulation system, reserve system, cataloging system acquisitions, serials system, mail function, locally mounted databases, interface with off-campus systems, interlibrary loan, report functions, and online tutorial); (2) types of search access points; (3) search key characteristics; (4) screen characteristics; (5) printing options; (6) circulation; (7) reserve; (8) cataloging; (9) acquisitions; and (10) serials. (BBM)

**ED 349 010** IR 054 105  
Planning the Library Media Center Facility for the 1990s and Beyond.

Texas Education Agency, Austin.  
Report No.—TEA-GE1-621-09  
Pub Date—[91]

Note—102p.  
Available from—Texas Education Agency, 1701 North Congress, Austin, TX 78701 (\$2).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)  
**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Audiovisual Aids, Check Lists, Climate Control, \*Design Requirements, \*Educational Technology, \*Electronic Equipment, Elementary Secondary Education, \*Facility Planning, Furniture, Interior Design, \*Learning Resources Centers, Library Administration, Library Automation, Library Collections, Library Services, Microcomputers, \*Space Utilization

This manual presents recommendations for incorporating present and future technological changes into workable, efficient, pleasant school library media facilities in two major sections: Planning the Facility and Activity Areas. The first section addresses the planning process (appointing the building committee, evaluating the library media program, writing the building/facility program, and working with the architect), as well as general considerations in planning (acoustics, carpeting, lighting, windows, climate control, handicapped access, location, remodeling, signs, and wiring). The second section highlights the process of determining space needs, addresses public areas (entrance/circulation/card catalog, reading/listening/viewing, conference/classroom, and computer laboratory), and library media center management areas (office, workroom, storage, and media production). Seven appendices, which constitute the major part of the manual, include: (1) a 38-item bibliography; (2) guidelines for physical space; (3) guidance for developing a long-range plan for technology; (4) a sample building program; (5) specifications and a checklist for furnishings and equipment; (6) guidelines for determining shelving requirements; and (7) sample floor plans from 17 school districts around the state. Each floor plan is accompanied by a brief program description, the name, address, and telephone number of a contact person, grade levels served, enrollment, size of the facilities, size of the collection, and date of construction. (BBM)

**ED 349 011** IR 054 106  
Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image.

Commission on Preservation and Access, Washington, DC.  
Pub Date—Apr 92

Note—36p; The work of the Task Force was supported by a grant from the Getty Grant Program. Available from—The Commission on Preservation and Access, 1400 16th Street, N.W., Suite 740, Washington, DC 20036-2217 (\$10 prepaid).

Pub Type—Opinion Papers (120) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Archives, Books, \*Illustrations, Intellectual Disciplines, Microfilm, \*Microreproduction, National Programs, Paper (Material), Periodicals, Photographs, \*Preservation, Problems, \*Research Needs, \*Scholarly Journals

The mission of the Joint Task Force on Text and Image was to inquire into the problems, needs, and methods for preserving images in text that are important for scholarship in a wide range of disciplines and to draw from that exploration a set of principles, guidelines, and recommendations for a comprehensive national strategy for image preservation. During its 2-year inquiry, the task force studied the cognitive relationships between words and pictures;

the basic attributes of images; and the distribution of images in books and periodicals during the time when acidic paper was used for scholarly publication. The task force also informally surveyed its own membership and colleagues regarding types of images found in publications in the disciplines of anatomy, architecture, art history, cultural history, entomology, geology, history (general) medieval archaeology, and photographic history in various periods between 1850 and 1950. It was concluded that high contrast black-and-white microfilm techniques can be used for preserving most of the books in the 1850-1880 era when most of the illustrations were line cuts or drawings; black-and-white microfilming does not reproduce half tone illustrations satisfactorily for scholarly purposes, and the available alternatives (color and continuous tone filming, electronic scanning and bit-mapped storage) require further study; the available information on the number and types of images in various kind of publications in various epochs is insufficient and undependable for large ranges of time and materials; and further information is needed on the effectiveness, costs, and requirements of alternative technologies for preservation of post-1880 text-cum-image material. (BBM)

**ED 349 012** IR 054 107  
Young, Peter R.  
Reflections of Columbia 1968: Preparation for a Profession.

Pub Date—Apr 91

Note—14p; Paper presented at the Annual Spring Meeting of the Alumni Association of the Columbia University School of Library Services (New York, NY, April 27, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Conferences, Futures (of Society), Information Scientists, Information Services, \*Information Technology, \*Institutional Mission, Librarians, Library Education, \*Library Role, \*Library Schools, Planning Commissions, Policy Formation, \*Professional Training, Values  
Identifiers—Columbia University NY, National Commission Libraries Information Science, White House Conference Library Info Services

A graduate of the Columbia University School of Library Services in 1968 and the current Executive Director of the National Commission on Library and Information Science (NCLIS) argues that information professionals today are confronted with increasingly complex and conflicting missions: they must interpret the impact of change on the institutions that record and preserve the record of human achievement in ways that maintain links with their traditional mission, and, at the same time, integrate new tools, technologies, and concepts that appear to threaten the values that are inherent in the historic mission of professional librarianship. If librarians and information professionals are to develop strategies for improving the library/information science discipline and professional base, they need to recognize the necessity of building relationships, interdisciplinary links, and networks, as well as understand the public's role in helping them to balance new opportunities with their traditional values. He comments that the NCLIS and the White House Conference on Library and Information Services present opportunities for this public policy formulation process and provides information on the purpose and activities of both entities. He concludes that academic and research libraries require a resurgence of creative excitement directed at recasting their institutions and their professional mission, and that this creative thrust is especially needed in the area of professional education and training of librarians if they are to meet the needs of the future. (BBM)

**ED 349 013** IR 054 108  
Seibert, Warren F. And Others

Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond.

National Library of Medicine, Bethesda, Md. Lister Hill National Center for Biomedical Communications.

Report No.—NLM-LHC-90-01; PB90-127085  
Pub Date—Jan 90

Note—111p.  
Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Libraries, Doctoral Degrees, Enrollment, Foreign Countries, Graduate Students, Higher Education, \*Library Collec-

tions, \*Library Expenditures, \*Library Personnel, \*Library Statistics, Longitudinal Studies, \*Research Libraries, \*Trend Analysis  
Identifiers—Association of Research Libraries, Canada, United States

This study is based on the annual statistics of 35 institutions, all members of the Association of Research Libraries. For 17 of the libraries, the statistics cover 1969-1988; for the rest, they cover 1976-1988. Procedurally, the study parallels both its 1987 ancestor ("Research Library Trends, 1951-1980 and Beyond") and the earlier "Purdue Study" series, but here the 35 libraries are separate from, and many are smaller and younger than the 58 included in the earlier work. The study describes growth and change in library holdings, volumes added, professional and non-professional staff size, and expenditures for salaries and for materials and binding. Figures for graduate enrollment and Ph.D. degrees awarded are also included. Expenditures, the most regular and predictable of the trends studied, are expected to continue to increase at a rate of about 8%-9% per year. Collections, which probably will continue to increase as a result of something like a "flywheel effect" (the continuing motion of a large mass that has been in motion "forever"), will probably not continue to double in less than 20-year intervals, as was common in the past; current rates of increase for collections are well below those of the 1960's, and they may decline further. Eight appendices include a listing of the nine Purdue study reports; an excerpt and references from an earlier report; lists of National Center for Education Statistics and Canadian data source documents; Canadian and U.S. dollar conversion factors; tables and figures displaying selected data; and inflation factors. An index is provided. (Contains 48 references.) (BBM)

ED 349 014 IR 054 113

Jurgens, Jane Catherine. Villa, Dario J.

*Academic Libraries as Dynamic Classrooms.*

Pub Date—17 Mar 92

Note—9p; Paper presented at the Illinois Annual Conference (March 17, 1992).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Libraries, Course Integrated Library Instruction, Higher Education, \*Library Instruction, \*Library Role, Library Skills, \*Non-traditional Studies, \*Research Skills, Student Reaction, Undergraduate Students

Identifiers—\*Information Literacy, Northeastern Illinois University

This paper begins by discussing the problems encountered by nontraditional university students who, for a variety of reasons, lack the skills necessary to complete assignments that require library research, and the role of the librarian in assisting these students. It then describes two approaches being used by librarians at Northeastern Illinois University to address the task of teaching students the skills that constitute information literacy, i.e., how to recognize the need to gather information on a given topic, to have the capacity to sift through information sources to locate the information needed, to evaluate the information found, and then incorporate the relevant information into a coherent project. The first approach described is the Research Paper Consultation Project, a pilot project that offers students the opportunity to meet with a librarian on a one-to-one basis and ask questions, explore options, and present their learning needs in a non-threatening exchange. The second approach described is an intensive one-semester course co-taught by librarians that focuses on subject matter as well as technique. It is noted that both of these approaches have been successful. A third approach is suggested: a course that incorporates subject matters as well as the practical skills in learning how to find answers. It is concluded that all librarians are teachers and that libraries are dynamic classrooms where librarians can be instrumental in facilitating knowledge in creative ways. (BBM)

ED 349 015 IR 054 115

Strauss, Carol. Comp.

*Assistive Technology: A Selective Bibliography.*

Reference Bibliography No. 92-1.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—Mar 92

Note—20p.

Available from—Reference Section, National Li-

brary Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, \*Assistive Devices (for Disabled), Computer Software, Consultants, Disabilities, Electronic Equipment, Financial Support, \*Information Sources, Microcomputers, Organizations (Groups), Services, Visual Impairments

Assistive technology enables persons with disabilities to experience increased independence in daily living, fuller participation in employment and education, and broader opportunities in leisure and recreation. The first of four sections of this annotated bibliography cites 41 books, articles, and pamphlets published since 1985 that present the advantages and limitations of adapting technology for use by individuals who have visual or physical disabilities. Publisher's addresses are included for materials that are not readily obtainable through libraries and book stores. The second section lists 11 resources that provide information on obtaining funding for the purchase of assistive technology, but does not offer guides for the selection and evaluation of specific equipment or devices. Thirteen magazines that provide information on assistive devices, products, and services are listed in the third section, and the final section presents a directory of organizations that can provide additional information together with brief descriptions of the types of products or services they offer. Lists of additional reference bibliographies and reference circulars on topics related to resources and services for handicapped persons are included. (BBM)

ED 349 016 IR 054 120

Klein, Ronnie. Comp.

*Henry Whittemore Library Workbook. Basic Research Guide and Workbook.*

Framingham State Coll., MA. Henry Whittemore Library.

Pub Date—May 92

Note—31p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Card Catalogs, College Libraries, Databases, Encyclopedias, Higher Education, Indexes, \*Library Instruction, Library Services, Newspapers, \*Online Catalogs, \*Online Searching, Periodicals, Research Skills, \*Search Strategies, Subject Index Terms, Workbooks

Identifiers—Framingham State College MA

This workbook is designed to familiarize students with the layout of Whittemore Library (Framingham State College, Massachusetts) and the types of information sources available for them to use in solving their research problems. It also provides guidance in developing a logical, systematic plan for formulating a search strategy and gathering information. The 19 sections of the workbook cover: (1) Background Information (using encyclopedias); (2) Book Catalogs; (3) Library of Congress Classification; (4) OPAC (Online Public Access Catalog); (5) Author Search on Online Catalog; (6) Subject Search on Online Catalog; (7) Library of Congress Subject Headings; (8) Keyword Search on Online Catalog; (9) Card Catalog; (10) Periodical Indexes; (11) CD-ROM and Online Indexes; (12) Periodical Holdings; (13) Newspaper Indexes; (14) Review of Research; (15) Library Tour; (16) General Library Information and Services; (17) Exercises; and (18) Library Map. (BBM)

ED 349 017 IR 054 121

Hammond, Carol. Ed.

*Kaleidoscope: Joint Conference of the Arizona*

*State Library Association, Mountain Plains Li-*

*brary Association and Arizona Education Media*

*Association. Proceedings of the Research Forum*

*(Phoenix, Arizona, October 29-November 2,*

*1991).*

Arizona Educational Media Association; Arizona

State Library Association, Phoenix; Mountain

Plains Library Association.

Report No.—ISBN-0-934068-09-7

Pub Date—91

Note—80p.

Available from—Library Services, William Allen

White Library, Emporia State University, Box 51,

Emporia, KS 66801-5087.

Pub Type—Collected Works - Proceedings (021) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, Course Integrated Library Instruction, Databases, Government Publications, Higher Education, Library Collections, Library Personnel, \*Library Research, Library Services, Optical Data Disks, Preservation, Problems, Self Evaluation (Groups), Seminars, Surveys, \*Use Studies, Vandalism

Identifiers—American Memory Project (Library of Congress), Harvard University MA, Library of Congress

The six papers in this collection address as many different topics. In "Circulation Desk Staff Availability and Patron Satisfaction," Lauren Cardam and Nathan M. Smith describe a study at Brigham Young University which demonstrated that interpersonal relations training for circulation desk staff could improve patron satisfaction. Anna L. De-Miller reports on a study which developed a practical way to connect collection development and preservation in "Survey of Research Collection with Preservation, Assessment, Weeding, and Inventory Objectives." In "The American Memory Prototype: Assessing a New Library Tool," M. Alan Overstreet discusses preliminary conclusions from a study of users of this Library of Congress project that was carried out at Brigham Young University. "An Exploration of Vandalism/Food/Drink Issues in Academic Libraries," by Susan L. Richards and Lisa F. Lister, reports on a survey conducted to determine the degree to which these issues are considered problems, how many and what kinds of policies exist, and what remedial steps libraries have taken in response. In "The Harvard Assessment Seminars: Their Implications for Public Services in the Academic Library," Michele Wolff summarizes findings from the original seminars for university administrators and teaching faculty and suggests ways they might be adapted to the academic library. "Beyond INFOTRAK: Integrating Government Document CD-ROMs into Course Assignments," by Vicki York, describes a study of upper-division students to determine their knowledge of government information sources and CD-ROM use prior to a course that necessitated their use. Survey questionnaires and references are included for individual papers. (BBM)

ED 349 018 IR 054 122

Osborne, Nancy Seale

*Librarian Humor in Classroom and Reference.*

Pub Date—Jun 92

Note—13p; Report presented at a poster session at the Annual Meeting of the State University of New York Librarians' Association (Oneonta, NY, June 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Higher Education, \*Humor, \*Librarian Attitudes, \*Library Instruction, Questionnaires, \*Reference Services, Surveys, \*Use Studies

Identifiers—\*State University of New York

A brief questionnaire was sent to a random selection of 70 librarians in the State University of New York Librarians' Association Directory to determine the frequency of their use of humor at the reference desk and in the library instruction classroom, their perceptions of classroom humor, and their reasons for using humor in these situations. There were 43 respondents. The study also examines the use of humor as a strategy for putting students at ease, getting their attention, and creating a classroom environment and reference desk interaction more conducive for learning, as distinguished from its use as a pedagogical strategy. Analyses of the responses indicate that: (1) reference and instruction librarians have a great deal of respect for the students with whom they work in classrooms and at the reference desk; (2) they are also respectful of the possibilities and power of the use of appropriate humor; (3) they are concerned about the inappropriate use of humor; (4) they feel that use of appropriate humor makes them more approachable by students; and (5) they consider that the most important reasons for using humor are to put people at ease and facilitate relaxation, with establishing rapport the next most important. This report contains the letter explaining the study and asking the recipient to participate in the study; a copy of the questionnaire; a statistical analysis of the responses received; additional comments from the respondents; and a brief discussion of the findings. (BBM)

ED 349 019 IR 054 127

RIE JAN 1993



Mooney, Sarah E., Ed.

**Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991).**

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0044-9652

Pub Date—92

Note—182p.; For an account of the 117th meeting, see ED 338 247.

Available from—Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, DC 20036 (semiannual, \$40/yr for ARL members, \$60/yr all others).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Libraries, \*Access to Information, Conferences, \*Economic Factors, Financial Support, Higher Education, \*Library Administration, Library Associations, \*Preservation, \*Research Libraries, \*Technological Advancement

Identifiers—Association of Research Libraries

The following 12 papers in this report from the Association of Research Libraries (ARL) address management and preservation of research library resources, access to information resources, scholarly communication, research collections, and information policies: (1) "Management Issues That Keep Directors Awake at Night: (Joanne Euster); (2) "ARL Statistics: Nightmares or Pleasant Dreams?" (Irene Hoadley); (3) "Funding Preservation Programs in ARL Libraries: Strategies for the 1990s" (William J. Studer); (4) "Financing a New Preservation Program" (Paul Willis); (5) "Strategies for Increasing Productivity" (Scott Bennett); (6) "Strategies for Reducing the Preservation Budget" (Joseph Rosenthal); (7) "The Future of Congress' Mass Deacidification Plans" (Kenneth Harris); (8) "Evolution of Electronic Resource Sharing: A White Paper" (Nancy Eaton); (9) "University Pres-es and ARL Libraries: Partnerships and Collaborations" (Richard De Bacher); (10) "Technologically-Enhanced Article and Document Delivery Systems: New Services and Their Effect on Research Libraries" (Michael Gannon); (11) "Determining Values Related to Collection Development in Research Libraries" (Harold Billings); and (12) "Government Information in Electronic Format: Case Studies" (Merrily Taylor). This report also includes ARL program updates from the Office of Management Services, Office of Scientific and Academic Publishing, and the Coalition for Networked Information; strategic forum reports; reports on foundation trends in the 1990s; and minutes of the business meeting. Appendices contain a report on association activities; an attendance list and index of persons; lists of officers and members of the Board of Directors, committees, and task forces; and a membership directory. (BBM)

ED 349 020

IR 054 128

Saylor, John M.

**NEEDS (The National Engineering Education Delivery System): If We Build It (According to Standards) They Will Come!**

Pub Date—[92]

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Networks, Computer Software, \*Computer System Design, Cooperative Learning, \*Curriculum Development, Delivery Systems, \*Engineering Education, Federal Programs, Higher Education, Individualized Instruction, Information Retrieval, Learning Modules, Library Role, \*Multimedia Instruction

Identifiers—Learning Environments, \*National Engineering Education Delivery System, National Research and Education Network, National Science Foundation

The National Science Foundation (NSF) is providing funds for coalitions of engineering educational institutions to improve the quality of undergraduate engineering education. A hypothesis that is being tested is that people can learn better in environments that allow self-paced and/or collaborative learning. The main tools for providing this environment are incorporated in what will be known as the National Engineering Education Delivery System (NEEDS). The NEEDS concept includes a fully networked distributed multimedia database for storing, searching, and retrieving this information, electronic classrooms for learning and teaching with the information, and authoring stud-

dios where the information is massaged into modules for instruction. These tools are initially being developed for use by students and instructors in engineering education. They will eventually be used by instructors and students at the opposite ends of the education spectrum, K-12 and continuing education. These multimedia modules will consist of the full range of graphical materials (interactive software modules, video segments, pictures and graphics, outlines and text). The recent federal commitment to the National Research and Education Network (NREN) will provide the networked electronic infrastructure on which to build NEEDS and help accomplish a major node in the vision of a Digital Library System. This report focuses on the activities of the Synthesis Coalition, one of four coalitions of universities involved in different aspects of the overall project. (BBM)

ED 349 021

IR 054 129

**Proceedings of FLICC Forums on Federal Information Policies, Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991).**

Federal Library and Information Center Committee, Washington, DC.

Report No.—ISSN-1061-7485

Pub Date—91

Note—100p.; For the proceedings of the fifth FLICC Forum, see ED 301 215.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Access to Information, \*Computer Networks, Federal Government, Futures (of Society), \*Government Role, \*Information Dissemination, Information Needs, \*Public Policy, Scientific and Technical Information

Identifiers—\*Information Policy, \*National Research and Education Network

The proceedings for the 1990 forum provides both summaries of introductory and special remarks and 10 papers together with the full text of the following papers: (1) "The Changing Information Landscape: Opportunities for Better Management" (Jeff Bingham); (2) "Managing Scientific and Technical Information in the 1990s" (D. Allan Bromley); (3) "Future Trends in Government Information Issues" (Prudence Adler); (4) "The Future of the GPO Depository Library Program: Issues and Strategies" (Charles R. McClure); (5) "Access to Government Information: A Canadian Perspective" (Brian Land); (6) "The Medical Community's Views on Open Access" (Gene A. Kallenberg); (7) "Public Needs for Federal Information" (Elliot L. Shelkrot); (8) "The States' View of Access Issues" (James A. Nelson); (9) "What Industry Expects from Federal Information Providers" (Scott K. Kostenbauder); and (10) "Information Science and Changing Needs" (Deanna Marcum). The proceedings for the 1991 forum presents summaries of introductory and special remarks and 17 papers together with the full text of five of the papers: (1) "NREN and Other Information Networks: The Federal Role" (George E. Brown, Jr.); (2) "Future Directions for Federal Libraries and Information Centers" (Pamela Andre); (3) "Balancing the E and R in NREN: The Educational Imperative" (Richard M. Dougherty); (4) "Supporting the Modern Researcher" (Donald N. Langenberg); and (5) "Future Implications for the Profit and Not-For-Profit Sectors" (Allan H. Weiss). The papers at this forum addressed current initiatives and future prospects, key issues for national information networking, federal libraries and information providers—the core of the network information structure, the larger picture—future implications, and approaches and opportunities. The "Forum Call" and agenda are also provided for each of the forums. (BBM)

ED 349 022

IR 054 143

Quanbeck, Beth Marie, Comp. Gilliland, Donna, Comp.

**Microcomputers in School and Public Libraries: A Directory.**

South Dakota State Library, Pierre.

Pub Date—91

Note—181p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Cable Television, \*Computer Software, Elementary Secondary Education, Information Technology, Learning Resources Centers,

\*Library Administration, Library Automation, Library Surveys, \*Microcomputers, Online Catalogs, Online Searching, Online Systems, Optical Data Disks, \*Public Libraries, Questionnaires, Rural Areas, \*School Libraries, \*Use Studies

Identifiers—South Dakota

Intended for use as a networking source for microcomputer users, this directory collates the results of a survey on microcomputer usage in school and public libraries in South Dakota that was conducted in the spring of 1990. Entries are divided by type of library. Subsections within the school section are a directory of libraries that report any usage of microcomputers for library management functions and libraries that are utilizing various cable and satellite news programs; an alphabetical list of hardware and software being used for library management functions; a directory of activities for which microcomputers are being utilized (arranged in alphabetical order by function, and then alphabetical order by name of school district or school name in the case of private or Bureau of Indian Affairs schools); a list of CD-ROM products and where they are in use; and a list of schools that are using the major cable and satellite news programs. The public library section is very similar, except that it does not include the list of cable/satellite locations. Accompanying graphs show the major functions for which microcomputers are used in the school and public libraries that participated in the survey. (KRN)

ED 349 023

IR 054 145

McClure, Charles R. And Others

**Feasibility of an International Standard on Library Performance Measures.**

International Standards Organization, Geneva (Switzerland).

Report No.—ISO/TC46/SC8-N-48

Pub Date—10 Apr 92

Note—16p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Evaluation Criteria, Feasibility Studies, International Organizations, \*International Programs, Library Development, \*Library Services, \*Library Standards, \*Measurement Techniques, \*Performance

Identifiers—Performance Based Evaluation, Performance Indicators

An ad hoc working group of the International Standards Organization met twice to study the feasibility of establishing an international standard on library performance measures. Having determined that library development in many countries could be significantly advanced through the availability of an international performance standard, the working group considered numerous key issues in the development of such a standard. Issues included a consideration of the evolution and development of library performance measures; the scope of the proposed standard; the content of and audience for a standard; the impact of a standard on stakeholder groups; objectives and benefits of a standard; problems associated with developing a standard; the potential for its implementation; and its impact on existing standards. It was concluded that these issues, as outlined throughout the report, need to be addressed in greater detail by a new working group. If the new working group determines that every country and type of library cannot implement either a basic or a more extensive set of performance measures, the group might develop a report for "pre-standardization purposes." The goal of the group should be to develop a written draft standard within 24 months of its establishment. The recommendations are presented in both English and French. (Includes 16 references.) (KRN)

ED 349 024

IR 054 146

Mattier, Michael W. Sidle, C. Clinton

**Developing a Strategic Plan for Library Space Needs through 2010.**

Pub Date—Apr 92

Note—33p.; Paper presented at the Annual Spring Conference of the Society for College and University Planning, Mid-Atlantic Region (Philadelphia, PA, April 8-10, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Libraries, Copyrights, Crowding, Electronic Publishing, Facility Guidelines, \*Facility Planning, Facility Requirements, Higher Education, Information Storage, Library Collection Development, Library Facilities, \*Long Range Planning, \*Needs Assessment, Pre-

diction, \*Research Libraries, \*Space Utilization, Technological Advancement, Trend Analysis  
Identifiers—\*Cornell University NY, \*Electronic Text

A 20-year strategic plan for library space has been developed at Cornell University, a private research university which also serves as the land-grant university for the State of New York. Two basic approaches to analyzing space needs were used. The first was the conventional analysis, where collections and user space needs are projected into the future based on estimated growth rates and modified national library standards for space utilization. This analysis focused on primary user populations, collection growth rates, user/reader and service space, and use of the Library Annex and compact shelving. A working group of appropriate library, information technology, and planning and research staff estimated the impact of relevant technologies on the conventional projections over the 20-year planning period. Factors that influenced estimates include the commercial viability of materials produced in digital formats; copyright constraints; user acceptance of digital storage of information; relative costs of buying, storing, and retrieving electronic materials; and the phased implementation of technology. Based on these analyses the university adopted four strategic planning criteria to serve as the starting point for all library space planning through 2010. Figures appended to the paper graph projected library space increases; the comparative costs of digital and remote storage; projected increases in space needs; and historical and projected space growth rates. Appended tables present data for critical need libraries, including current projected volume equivalents; current and needed reader space; current and desired use of remote storage and compact shelving; and current and projected space needs. (KRN)

ED 349 025

IR 054 151

Weatherby, James B. And Others

#### Financing Rural Library Services: A Comparative Analysis.

Boise State Univ., Idaho.

Pub Date—5 Oct 90

Note—32p. Paper presented at the Annual Conference of the Idaho Library Association (Idaho Falls, ID, October 5, 1990).

Available from—Boise State University, Public Affairs Program, 1910 University Drive, Boise, ID 83725 (\$7.50).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, \*Financial Support, \*Library Expenditures, Library Services, Library Surveys, \*Policy Formation, \*Public Libraries, Public Policy, \*Rural Areas, State Aid, State Legislation, Tax Allocation, Urban Areas  
Identifiers—\*Idaho

This paper focuses on the identification and implementation of an adequate and appropriate funding mechanism or mechanisms for the funding of rural library services in Idaho. It is noted that the data for the report were taken primarily from the U.S. Bureau of the Census, with additional data from a 1990 survey of state library officials. The funding problem is examined in the context of local government revenues, noting that the property tax is the source of most of the public library budget; property tax limitations that were enacted into state law in 1978 are inspected; Idaho's reliance upon special districts to provide a significant portion of its library service is noted; public library funding by city governments, state aid, and alternative revenue sources are also studied. Five policy recommendations conclude the report: (1) supporters of public libraries in Idaho should continue to emphasize the link between economic development and libraries; (2) local option taxes and/or fees should be authorized to give library and other local officials the right to determine the appropriate revenue mix for their area; (3) the same majority approval requirement—a simple majority—should be required for library override elections as for school district elections; (4) additional revenues should be allocated from the state general fund to purchase the new technologies that may be required to extend services to remote and unserved areas; and (5) the current property tax limitation law should be repealed. Ways in which other states have addressed similar problems are cited and their policies are compared with those of Idaho throughout the paper. Nine tables display data on various aspects of public library and municipal expenditures in Idaho and other western states. (BBM)

ED 349 026

IR 054 153

Wright, Paula

#### "Information, Information Everywhere and Not..."

Pub Date—4 Jun 92

Note—14p. Paper presented at a Meeting on Information and Rural Economic Development (Clanton, PA, June 4, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agriculture, Census Figures, Demography, \*Economic Development, Electronic Publishing, Federal Programs, Industry, \*Information Sources, \*Rural Areas, State Programs, \*Statistical Data, Surveys

Identifiers—\*Bureau of the Census, Printed Materials

Demographic and economic materials relevant to rural economic development are the focus of this description of the types of information that are collected by the U.S. Bureau of the Census and how this information can be accessed. Information provided on demographic materials includes collection methods—the census, surveys, and administrative records—and the advantages and disadvantages of the three collection methods. It is noted that two types of data are available from the 1990 census—100% data from the short form questionnaire and sample data from the long form questionnaire. The sampling pattern is explained and the types of data available from each questionnaire and data products available for small-area geography are indicated. Current demographic surveys are also described. Information available from the economic censuses (conducted every 5 years), the agriculture census (conducted concurrently with the economic censuses), and "County Business Patterns" is indicated, including reports on geographic areas and industry. Information on how to order materials from the Census Bureau is provided and the availability of Census Bureau data from state and business/industry data centers is indicated. It is noted that data can be purchased from the Census Bureau in several formats, including printed reports, computer tapes, microfiche, technical documentation, and CD-ROMS. (BBM)

ED 349 027

IR 054 155

Schwartz, Candy Hines, Rich

#### Library Services and the Online Campus Gateway.

Final Report.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Council on Library Resources,

Inc., Washington, D.C.

Pub Date—Nov 89

Note—99p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Libraries, \*Computer Networks, \*Computer System Design, \*Gateway Systems, Higher Education, \*Library Services, Menu Driven Software, Online Systems, Questionnaires, Surveys, Telecommunications, User Satisfaction (Information), \*Use Studies

Identifiers—\*Massachusetts Institute of Technology

The Massachusetts Institute of Technology (MIT) Libraries intend to provide a gateway from the campus-wide telecommunications network into the electronic, printed, and human resources offered by the library systems. The design of such a gateway requires an understanding of both current and potential library users, the needs of those users, their library research habits, and the patterns with which they might use library systems and services. The purpose of this project was to obtain information on users, determine the library systems and services to be made accessible, develop and test a prototype online gateway, and assess the feasibility of and make recommendations for the implementation of such a system. Questionnaires were sent to a 10% stratified sample of the entire MIT community. The response rate was 21 percent (371 questionnaires). Information was elicited on the use of currently available library services and those that could be made available through the campus network; when that online access would be used; the method of access; and satisfaction with MIT library services. A prototype gateway system was developed that consists of a number of separate modules addressable from the main menu that lead to the library online catalog, assorted items of library information, fill-in templates for various library activities, and online library pathfinders or tutorials. The gateway was

tested against a small sample of the MIT community. While the input was consistently positive, there were a number of suggestions, comments, and criticisms. It is concluded that some form of electronic access to library services should be provided and recommendations are offered for capabilities that should receive priority in implementing a gateway system. Two appendices provide a copy of the questionnaire and numerous sample screens. (Includes 25 references.) (BBM)

ED 349 028

IR 054 160

#### Nebraska Information Partnerships, A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991).

Nebraska Library Commission, Lincoln.

Spons Agency—National Commission on Libraries and Information Science, Washington, D. C.

Pub Date—May 91

Note—37p. Prepared by the Nebraska Information Partnerships Planning Committee. Photographs will not reproduce adequately.

Available from—Nebraska Library Commission, 1420 P Street, Lincoln, NE 68508.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Conferences, \*Democracy, \*Information Services, Information Technology, Library Planning, Library Services, Literacy, \*Productivity, \*State Programs, Statewide Planning

Identifiers—\*Governors Conference Library Info Services NE, \*Information Literacy, White House Conference Library Info Services

This report begins by describing the activities of the members of the Nebraska Information Partnerships Planning Committee as they planned for the state conference, including a Delphi survey that was conducted to identify key issues and direction for discussion at the conference, and the selection of 100 delegates. Conference activities and presentations are then briefly described together with information technology exhibits that featured online catalogs, the Nebraska state database NEON, CD-ROM databases, and full-text online databases. The eight delegates and four alternates elected to attend the White House Conference on Library and Information Services in July are also named. Background information on the Nebraska Information Partnerships initiative includes an outline of the assumptions that undergird Nebraska's recommendations and introduces reports on the three main themes of the conference: (1) Partnerships for Democracy; (2) Partnerships for Productivity; and (3) Partnerships for Information Literacy. Each of these reports includes a brief discussion of the theme, a list of the questions guiding small group discussions, and recommendations proposed by the participants. Three additional general recommendations and lists of the planning committee members and the delegates—including library and information professionals, active library supporters, government officials, the general public, and honorary delegates—conclude the report. A list of six related publications is also provided. (BBM)

ED 349 029

IR 054 163

Shubert, Joseph F.

#### What Is the Role of the Public Library?

Pub Date—4 Jun 92

Note—15p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Community Cooperation, \*Economic Development, Futures (of Society), Information Technology, \*Library Role, Library Services, Literacy Education, Mission Statements, Political Issues, \*Public Libraries, \*Rural Development

Identifiers—\*Small Libraries

Changes in today's technology make it necessary for library administrators to look anew at the role, the mission, and the future of the public library. Economic development and education strategists recognize three types of rural communities—rural poor, traditional middle America, and communities in transition—each with different values, socioeconomic characteristics, and locus of political structure. Local people have a great deal to do in determining what kind of community they will live in, and the library director and board who have a keen sense of mission for their own library and a plan for improving library service to their community are prepared to be a part of community revitalization, economic development, or infrastructure rebuilding. Four factors of particular significance to library

planners are the changing demographics of rural areas, the continuance of rural personal income lag, the persistence of underdeveloped human resources, and the continuing financial crisis in agriculture. Rural communities that can tap into the information infrastructure through telecommunications have a greater possibility of making the transition to stronger communities. Some small libraries have provided outstanding literacy services, a key factor in strengthening family and community structure. The public library and its resource sharing connections are also important to both teachers and students in smaller schools. Leadership is needed in articulating the role of the public library within the community and in state policy if rural library services are to be improved. When the role is defined and agreed to by the library and the community, it will be possible to relate to infrastructure and economic development. The role a rural library selects can provide the means for access and equity and make it a vital part of its community in an electronic information society. (BBM)

ED 349 030 IR 054 169  
National Opinion Poll on Library Issues: Fall 1991.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Pub Date—[Apr 92]

Note—20p.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Censorship, Children, Demography, Family Income, Financial Support, \*Librarian Attitudes, \*Library Materials, \*Library Services, Microcomputers, Political Attitudes, \*Public Libraries, \*Public Opinion, Rural Areas, \*Telephone Surveys, Urban Areas

This report presents the findings of a telephone survey of 1,181 adults and 390 librarians which was conducted in 1991 to elicit information on their opinions of services libraries ought to provide; the kinds of materials that should be available to certain people; who should be responsible for libraries; groups who might be involved in controversies about the kinds of materials libraries should have; and alternative solutions to a library's need for additional funds to continue operations. The general public was also asked how often they had used public libraries within the previous year and the services they had used; whether they were comfortable using public libraries; whether they feel that most people who use public libraries have similar backgrounds and values; if they had not used a public library, why they had not; whether they have a personal computer at home; and background questions on their political orientation, the size of their community, the type of community (rural, urban, or suburban), the highest grade in school completed, whether there are any children between the ages of 5 and 18 in the household, their year of birth, ethnic origin, and total household income before taxes. The interviewer was also instructed to record the sex of the respondent without asking. Analyses of the data for individual questions are first reported by percentages of respondents who selected each of four suggested responses and then by the respondent's income (under or over \$25,000), age (under or over 40), and race. A copy of the questionnaire is included. (BBM)

ED 349 031 IR 054 245

McClure, Charles R. And Others

Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database.

Syracuse Univ., N.Y. School of Information Studies.

Spons Agency—General Services Administration, Washington, D.C.; National Archives and Records Administration, Washington, D.C.; Office of Management and Budget, Washington, D.C.

Pub Date—25 Aug 92

Note—449p. Diskettes containing the Federal Locator Database are not available through the ERIC system. For a related report, see ED 326 247.

Available from—National Audio Visual Center, 8700 Edgeworth Drive, Capitol Heights, MD 20743 (1-800-788-6282).

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

RIE JAN 1993

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Access to Information, Bibliographic Records, \*Computer Networks, \*Computer System Design, Data Collection, \*Federal Government, \*Government Publications, Information Dissemination, Information Management, Information Processing, \*Information Retrieval, Interviews, Needs Assessment, \*Public Agencies, Public Policy, Qualitative Research, Questionnaires, Surveys

Identifiers—Internet, \*Inventory Systems, National Information Policy, National Research and Education Network

This study continues the research reported in "Federal Information Inventory/Locator Systems: From Burden to Benefit: Final Report" (McClure, et al., 1990). Begun May 1, 1991, and completed in August 1992, this exploratory and descriptive research was intended to improve access to and use of U.S. Government information. Its methodology relied on multiple data collection and analysis strategies, employing primarily a qualitative approach with three specific objectives: (1) to identify existing and planned federal locators; (2) to identify critical success factors in the design, development, and maintenance of a federal agency locator; and (3) to identify and discuss key issues and policy recommendations related to the design and development of a government-wide locator system. Volume I describes the methodology of the study; summarizes the key findings from assessment of the locator systems described in the FLD (Federal Locator Database); identifies critical success factors to be considered in the development of a locator and in the establishment of agency locators; discusses selected key issues and conclusions related to the development, access, and use of the locator systems; and summarizes the current context in terms of the existing federal information policy framework, the evolution of Internet/NREN (National Research and Education Network), and the importance of client-server technology. The final chapter presents recommendations for developing a federal policy context to promote the development of locators and designing a network-based GILS (government information inventory locator system). Six appendices to this volume include the Agency Interview Protocol and information on WAITSTATION, a user interface for wide area information servers. Volume II describes the machine-readable version of the FLD, which was developed as a result of this study, and explains how to use the FLD. The five appendices that make up the major part of this volume provide brief descriptive information on the locators and other government databases identified during the study. (77 references/11 references) (BBM)

ED 349 032 IR 054 250

ERIC User Survey. Report.

ACCESS ERIC, Rockville, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.

Pub Date—Dec 91

Contract—R1890120

Note—41p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, \*Bibliographic Databases, Graduate Students, Indexes, \*Information Needs, Librarians, Online Searching, \*Opinions, Optical Data Disks, Questionnaires, Researchers, Surveys, Teachers, \*User Satisfaction (Information), \*Use Studies

Identifiers—\*ERIC, Policy Makers, Printed Materials

This survey, which was conducted in 1991, was designed to assess the education information needs of respondents, as well as the extent of their use of (Educational Resources Information Center), ERIC, their evaluation of ERIC services and products, and their suggestions for system improvement and expansion. The 1,184 respondents who completed a 21-question survey included administrators, classroom teachers, policymakers, education researchers, graduate students, and others. Their responses showed a high degree of familiarity with ERIC; librarians were the user group with the highest degree of ERIC recognition; the two most common ways to learn about ERIC were through courses or inservice training and through the library; over half of the respondents had used ERIC Clearinghouses; over a third had written documents in the database; and a large number were unfamiliar with or knew about but did not use the ERIC Document Reproduction Service. Well over half of the

respondents who had done ERIC searches rated each type of search service—online, CD-ROM, and printed or microfiche indexes—as "Very Helpful." Both RIE and CIJE received particularly high ratings. Research was the most common purpose for database use, and school administrators were the most diverse in their use. User recommendations for improvement fell into four areas: technology expansion, database improvements, product improvement, and accessibility and training. This report contains an executive summary; background information on the survey; detailed discussions of both the survey findings and their implications; and recommendations for system improvements based on the findings. A copy of the questionnaire and a description of the survey methodology are appended. (BBM)

## JC

ED 349 033

JC 910 575

Swender, Herbert James

An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.

Pub Date—Dec 91

Note—154p.; Ed.D. Dissertation, Oklahoma State University.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106 (Order No. 92-20587).

Pub Type—Tests/Questionnaires (160)—Dissertations/Theses—Doctoral Dissertations (041)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Administrators, \*College Role, \*Community Colleges, Community Organizations, \*Educational Legislation, \*Government School Relationship, \*Job Training, \*Labor Force Development, National Surveys, Program Attitudes, Program Budgeting, Program Implementation, Two Year Colleges, Vocational Training Centers

Identifiers—\*Job Training Partnership Act 1982

In 1990, a national survey of two-year institutions revealed that among colleges operating Job Training Partnership Act (JTPA) programs, the cost per participant was far below the national average for JTPA programs. However, interviews conducted with community colleges suggested that officials responsible for disbursing JTPA funds were not especially knowledgeable about two-year institutions and favored dispersal of funds to community-based organizations (CBOs). To further examine this problem, a detailed study was conducted of policymakers' perceptions of community college participation in JTPA programs. The study included a review of the literature; an examination of JTPA state plans; and a survey of a representative sample of designated governor's liaisons for JTPA, the chairpersons of the State Job Training Coordinating Councils (SJTCCs), and chairpersons of Private Industry Councils (PICs). Among governors' liaisons, 37 of 51 surveys were returned for a 71% response rate; among SJTCC chairpersons, 34 of 51 surveys were returned for a 66% response rate; and among PIC chairpersons, 43 surveys were returned, yielding a sample greater than the statistically representative minimum of 38. Study findings included the following: (1) the JTPA legislation does not clearly explain the role of community colleges; (2) of the 38 state JTPA plans examined, 61% did not link community colleges to JTPA-funded programs; and (3) none of the three groups contacted considered CBOs better equipped to deliver JTPA services than community colleges. A review of the literature and the JTPA legislation, data tables, recommendations, the survey instrument, and a 115-item bibliography are included. (PAA)

ED 349 034

JC 920 233

Malan, Roland M.

Audit Report of Rockland Community College.

Report 89-T-7.

New York State Office of the Comptroller, Albany.

Pub Date—5 Dec 91

Note—13p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audits (Verification), Budgets, Community Colleges, \*Compliance (Legal), Educational Finance, Educational Legislation, \*Eligibility, \*Financial Audits, Government School Relationship, Judaism, Religion Studies,



Religious Education, Satellite Facilities, \*State Aid, State Church Separation, \*State Standards, \*Student Financial Aid, Two Year Colleges, \*Jewish Studies, Rockland Community College NY, Tuition Assistance Program NY

The New York State Comptroller's Office (CO) examined the records and procedures applicable to the administration of the state's Tuition Assistance Program (TAP) at Rockland Community College (RCC) for students enrolled in a Judaic Studies emphasis at the college's Village of New Square (VNS) campus from 1983-84 through 1987-88. The CO determined that RCC was overpaid \$3,885,406 for incorrectly certifying students as eligible for TAP awards, and must refund the overpayment plus applicable interest to the state. Following a summary of the CO's findings, this report presents background information on RCC, the VNS campus, and the state's TAP. Next, the findings of two site visit reviews of the VNS campus conducted by the State Education Department (SED) in 1985 and 1988 are presented. Detailed results of the CO's audit are then provided in separate sections under three broad headings. The first section, "Students Not Matriculated in an Approved Program," highlights evidence that the Judaic Studies program did not meet the associate degree liberal arts core requirement or RCC's main campus requirements, and had been denied separate registration by SED. The next section, "Theological Study Programs Are Not TAP Eligible," contends that the program focused on Orthodox Jewish religious education, contrary to the rules of an acceptable academically sound secular curriculum. The third section, "Unapproved Off-Campus Location," reviews legal regulations governing branch campus and extension center approval, SED's interactions with RCC regarding the VNS campus, and students' educational activities at the location which were never approved by SED. The report concludes with recommendations to the Higher Education Services Corporation and to SED. A list of VNS campus course offerings is attached. (MAB)

ED 349 035 JC 201 317

Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406.

Evaluation and Training Inst., Los Angeles, Calif. Spans Agency—California Community Colleges, Sacramento. Office of the Chancellor; Department of Education, Washington, DC.

Pub Date—May 92

Contract—90-0406

Note—234p.; Inside title: Special Project 90-0406. Evaluation of the California Community Colleges' Vocational Education Special Projects. Project Profiles. Project supported by funds from the Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524. For the final evaluation report, see ED 346 895.

Pub Type—Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Ancillary School Services, Articulation (Education), Community Colleges, Community Programs, Correctional Education, Directories, Educational Innovation, Educational Research, \*Job Training, Professional Development, Profiles, Program Descriptions, \*State Programs, Student Organizations, \*Technical Education, Two Year Colleges, \*Vocational Education

Identifiers—\*California Community Colleges, Carl D. Perkins Vocational Education Act 1984

During 1988-89 and 1989-90, vocational education special projects were funded at institutions within the California Community Colleges (CCC) through the Carl D. Perkins Vocational Education Act. To meet reporting requirements, the Chancellor's Office of the CCC contracted with the Evaluation and Training Institute to conduct a third-party evaluation of these projects. Drawing from an analysis of project documentation, telephone interviews with project directors, and site visits to a statewide sample of projects, this directory presents brief profiles for 52 projects funded in 1988-89, and 58 projects funded in 1989-90. Each of the profiles includes the following information: project title and contact, funding source and amount of funding; goals and activities; management and administration data; and project outcomes. Profiles are provided under the following eight headings: (1) 2 + 2 Articulation (17 profiles); (2) Community Based Organizations (6 profiles); (3) Criminal Offenders

(2 profiles); (4) Curriculum Development (7 profiles); (5) Innovative (10 profiles); (6) Professional Development (36 profiles); (7) Research (20 profiles); and (8) Student Organizations and Student Services (11 profiles). Sample project titles include: Computer Managed and Aided Instruction; Video Development for Nursing Recruitment; Gender Equity Resource Systems; Dissemination of Model Curriculum; Women Working in the Trades; Business Faculty Internship; and Model Support Service Programs for Retaining Single Parents/Homemakers in Vocational Training Programs. An index listing profiles by funded agency is included. (PAA)

ED 349 036

JC 202 344

Dean, Janet H. Fischer, Susanne E.

Nursing Predictors Study, Phase One.

Saint Petersburg Junior Coll., FL. Office of Institutional Research.

Pub Date—20 Jul 92

Note—129p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Academic Achievement, Admission Criteria, Certification, Courses, Educational Testing, \*Grade Point Average, Grades (Scholastic), Licensing Examinations (Professions), Multiple Regression Analysis, \*Nursing Education, \*Predictor Variables, Scores, Selective Admission, Student Characteristics, Student Placement, Success, Two Year Colleges, Two Year College Students

Identifiers—Multiple Assessment Programs and Services

In an effort to identify the minimum qualifications necessary for an entering student to succeed in a selective admission Nursing Program at Saint Petersburg Junior College in Florida, a study was conducted of 424 generic nursing students who started the program in January 1988, August 1988, January 1989, and August 1989. A successful student was defined as one completing the Nursing Program in four semesters and passing the Florida Licensing Examination for Registered Nurses (NCLEX-RN) on the first attempt. The predictor variables examined were grade point average (GPA) at admission; Multiple Assessment Programs and Services (MAPS) placement test scores; final grades in selected mathematics, English, and science courses; and GPA's for selected courses. Study findings, based on a multiple regression analysis, included the following: (1) 60.6% of the students in the study completed the program in four semesters, while another 20.1% completed the program by the end of spring 1992; (2) 62.5% of the total student cohorts passed the NCLEX-RN on the first attempt; (3) pre-admission predictors of successful program completion included a final grade in Human Anatomy and Physiology II (a pre-admission requisite) greater than or equal to B, and a GPA in general education science courses greater than 2.6; and (4) pre-admission predictors for the successful completion of the NCLEX-RN on the first attempt included MAPS reading score greater than 38, and a final grade in the Microbiology Laboratory course of B or better and/or a GPA in general education science courses greater than 2.6. Extensive appendixes contain the research proposal and detailed data tables. (PAA)

ED 349 037

JC 202 404

Malan, Roland M.

Audit Report of Borough of Manhattan Community College. Report 91-T-4.

New York State Office of the Comptroller, Albany.

Pub Date—12 Aug 92

Note—14p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgets, Community Colleges, \*Compliance (Legal), Educational Finance, Educational Legislation, \*Eligibility, \*Financial Aids, Government School Relationship, \*State Aid, \*State Standards, \*Student Financial Aid, Two Year Colleges

Identifiers—City University of New York Manhattan Comm Coll, Supplemental Tuition Assistance Program NY, Tuition Assistance Program NY. The New York State Comptroller's Office (CO) performed a compliance review to detect specific errors or inconsistencies in the Borough of Manhattan Community College's (BMCC's) certifications of student eligibility for the state's Tuition Assistance Program (TAP) and Supplemental Tuition Assistance Program (STAP). The CO reviewed Higher

Education Services Corporation (HESC) computer-generated data on BMCC for the academic years 1984-85 through 1988-89, and then discussed inconsistencies with BMCC staff. The CO determined that BMCC was overpaid \$25,418 because the college incorrectly certified students as eligible for TAP and STAP awards, and must refund the overpayment plus applicable interest to the state of New York. Following a summary of the CO's findings, this report presents background information on BMCC, and on the TAP and STAP. Next, detailed results of the review are provided in two sections, the first headed "TAP and STAP Certifications Were Not in Compliance with Education Law," which summarizes five reasons for a total of 72 disallowances; and the second headed "Students Receiving STAP after TAP Payments," which highlights a disagreement between BMCC and the CO regarding students' eligibility. An examination is then provided of three educational issues affecting student eligibility for state tuition (i.e., credit hour equivalents and compensatory hours, questionable college credits awarded, and multiple use of the "R" grade, allowing students to repeat remedial courses indefinitely), as well as other issues needing review. The report concludes with recommendations to the HESC and the New York state education department. (MAB)

ED 349 038

JC 202 405

Malan, Roland M.

Audit Report of Erie Community College. Report 92-S-46.

New York State Office of the Comptroller, Albany.

Pub Date—14 Aug 92

Note—17p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audits (Verification), Budgets, \*Categorical Aid, Community Colleges, \*Compliance (Legal), Courses, Educational Finance, Educationally Disadvantaged, \*Financial Aids, Full Time Equivalency, \*Operating Expenses, \*State Aid, Two Year Colleges

Identifiers—\*Contract Course Aid, Erie Community College NY, New York

The New York State Comptroller's Office (CO) conducted an examination of state operating aid and contract course aid to Erie Community College (ECC) for fiscal years 1989-90 and 1990-91. The CO determined that ECC was liable to the state of New York for \$6,312 of operating aid and \$183,275 of contract course aid claimed and received in excess of the amounts due ECC. Following a summary of the CO's findings, this report presents background information on ECC. Next, detailed results of the audit are provided. First, a summary and background information is presented, including state definitions of and policies related to basic state aid, supplemental state aid, and contract course aid, and the audit adjustment. Next, a review of the CO's adjustments in ECC's claims for basic state aid examines the college's net operating costs, full time equivalent (FTE) students, and disadvantaged student aid. An overview is then provided of the CO's adjustment in ECC's supplemental state aid, in which it is claimed that the college claimed students who were not in attendance on or after the census date. Finally, the state's overpayment of \$183,275 to ECC for contract course aid is addressed. Attachments include two exhibits, the first showing the settlement of ECC's state aid operating account and the second showing data on contract course aid; and supporting financial schedules on ECC's net allowable operating costs for basic state aid, FTE students, basic state aid rates, disadvantaged student aid, rental cost aid, supplemental state aid, and state aid payments for 1989-90 and 1990-91. (MAB)

ED 349 039

JC 202 415

Moyer, David F.

A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania.

Lehigh County Community Coll., Schnecksville, Pa.

Pub Date—15 Jun 92

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Associate Degrees, \*College Transfer Students, Community Colleges, Comparative Analysis, Followup Stud-

ies, \*Grade Point Average, Grades (Scholastic), Higher Education, Outcomes of Education, \*Program Effectiveness, Two Year Colleges, \*Two Year College Students, Universities  
Identifiers—Lehigh County Community College PA

In spring 1992, a study was conducted at Lehigh County Community College (LCCC), in Pennsylvania, to compare transfer students' mean cumulative grade point average (GPA) at LCCC with their GPA at 26 transfer institutions throughout the state. This investigation differed from two previous LCCC studies, conducted in 1985 and 1989, in that it utilized a more precise definition of a transfer student (i.e., a student with no collegiate experience prior to attending LCCC, who transferred with more than 15 units, and who had earned a minimum of 15 units at the new institution). Transcript release forms for 5 academic years, from 1986-87 through 1990-91, were used to track 610 students to the transfer institutions. Results of the study included the following: (1) generally, GPA's earned at LCCC were similar to those earned at the transfer institutions; (2) a slight improvement in GPA earned at the transfer institution was seen for students who had completed more credits at LCCC; (3) only 3% of the students in the sample had transferred with 15 LCCC credits, 16% with 16-29 credits, and 18% with 30-49 credits; (4) 63% of the students had completed at least 1.5 years at LCCC before transferring; (5) the mean LCCC GPA of all 610 students was 2.94, while the mean transfer GPA was 2.78; and (6) 52% of the students who had earned an associate degree, had also completed a baccalaureate degree, while only 11.4% of those who had transferred without an associate degree had earned a baccalaureate degree. Eleven data tables and 12 brief recommendations are provided. (MAB)

ED 349 040 JC 920 416

Hamilton, John M.  
Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College. Gainesville Coll., GA. Office of Planning and Institutional Research.  
Pub Date—Aug 92  
Note—191p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Academic Achievement, Academic Persistence, Admission Criteria, College Credits, \*College Freshmen, \*College Preparation, College Transfer Students, Comparative Analysis, Curriculum Evaluation, Educational Mobility, Grade Point Average, High Risk Students, High Schools, High School Seniors, Literature Reviews, Outcomes of Education, Program Effectiveness, \*Secondary School Curriculum, State Standards, Student Placement, Two Year Colleges, \*Two Year College Students

Identifiers—\*College Preparatory Curriculum (CPC), Gainesville College GA, \*Georgia

The college preparatory curriculum (CPC) in Georgia, is a state-mandated curriculum required of all high school seniors seeking to enter a University System institution as a regular placement freshman. Students deficient in any of the five CPC areas (English, foreign language, mathematics, science, and social sciences) are required to make up the deficiencies by completing appropriate credit course work at a University System institution. In an effort to assess the impact of CPC, independent of high school grade point average (GPA) or Scholastic Aptitude Test scores, a study was conducted comparing the academic persistence, GPA's, credit hour completion, and transfer activity of full-time, first-time freshmen students at a 2-year unit of the University System, namely Gainesville College (CG) who were either CPC-completers or CPC-deficient. The study population included 1,205 students (719 CPC-completers and 486 non-completers) who entered CG during the fall quarters 1988, 1989, and 1990 and who had graduated from high school the previous June. A subset of 369 fall 1988 entrants were followed over a 3-year period to measure their transfer activity to senior institutions. The study determined that CPC completers earned higher first year GPA's and more first year credits, had (among males) higher quarter-to-quarter persistence rates, and were more likely to transfer to a four-year school within 3 years of entrance to CG than CPC non-completers. In addition, the study concluded that college advisement efforts were enhanced by identifying CPC-deficient students as potentially high-risk. An in-depth

review of the literature and the related educational legislation, data tables, and a 154-item bibliography are included. (PAA)

ED 349 041 JC 920 417

Lombardi, John Cohen, Arthur M. Ed.

Perspectives on the Community College: Essays.

American Association of Community and Junior Colleges, Washington, D.C.; American Council on Education, Washington, D.C.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-87117-240-2

Pub Date—92

Contract—R188062002

Note—210p.

Available from—Publications Department PCC,

American Council on Education, One Dupont

Circle, Washington, DC 20036 (\$24.95).

Pub Type—Information Analyses - ERIC Information

Analysis Products (071) — Books (010)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Role, Anthologies, \*College Administration, College Curriculum, \*College Faculty, College Transfer Students, \*Community Colleges, Community Services, Continuing Education, \*Educational Finance, Part Time Faculty, Two Year Colleges, \*Two Year College Students, Vocational Education

Identifiers—ERIC Clearinghouse for Junior Colleges

The essays in this collection were written by John Lombardi during the 1970s while he was a resident scholar at the ERIC Clearinghouse for Junior Colleges. Following a foreword on Lombardi's life and work by a son and two daughters, John V., Mary Luciana, and Janice P. Lombardi, is an introduction by Arthur M. Cohen giving highlights of Lombardi's approach to his work and summarizing the introductory comments state that the 10 essays presented in this book, all of which were chosen for their relevance to issues facing contemporary community college leaders and students aspiring to leadership positions. The first essay, "Riding the Wave of New Enrollments" discusses the periodic increases and declines in two-year college enrollment and the ways that college leaders attempt to sustain the enrollments on which their funding is based. "Critical Decade for Community College Financing" provides an analysis of the perennial issues in sustaining college finances and offers a review of the feasibility of stratagems for maintaining a constant flow of dollars into the institution. Three essays respectively entitled "Faculty Workload," "The Ambiguity of the Part-Time Faculty," and "Role of the Department Chairman in Improving Instruction" address key aspects of managing faculty. The next four essays, "A New Look at Vocational Education," "Four Phases of Developmental Education," "The Decline of Transfer Education," and "The Two-Year College Student and Community Services," analyze central areas of the community college curriculum. The last essay, "Student Activism," looks at the effects on and responses to activism on college campuses. Finally, Arthur M. Cohen offers a summary and update of trends in each area addressed by Lombardi in a concluding chapter entitled "A Contemporary View of the Issues." A comprehensive bibliography of Lombardi's writings is included. (MAB)

Identifiers—ERIC Clearinghouse for Junior Colleges

The essays in this collection were written by John

Lombardi during the 1970s while he was a resident

scholar at the ERIC Clearinghouse for Junior Col-

leges. Following a foreword on Lombardi's life and

work by a son and two daughters, John V., Mary

Luciana, and Janice P. Lombardi, is an introduction

by Arthur M. Cohen giving highlights of Lombardi's

approach to his work and summarizing the intro-

ductory comments state that the 10 essays presented

in this book, all of which were chosen for their

relevance to issues facing contemporary community

college leaders and students aspiring to leadership

positions. The first essay, "Riding the Wave of New

Enrollments" discusses the periodic increases and

declines in two-year college enrollment and the

ways that college leaders attempt to sustain the en-

rollments on which their funding is based. "Critical

Decade for Community College Financing" pro-

vides an analysis of the perennial issues in sustain-

ing college finances and offers a review of the feasi-

bility of stratagems for maintaining a constant flow

of dollars into the institution. Three essays respec-

tively entitled "Faculty Workload," "The Ambig-

uity of the Part-Time Faculty," and "Role of the

Department Chairman in Improving Instruction"

address key aspects of managing faculty. The next

four essays, "A New Look at Vocational Educa-

tion," "Four Phases of Developmental Educa-

tion," "The Decline of Transfer Education," and

"The Two-Year College Student and Community

Services," analyze central areas of the community

college curriculum. The last essay, "Student

Activism," looks at the effects on and responses to

activism on college campuses. Finally, Arthur M.

Cohen offers a summary and update of trends in

each area addressed by Lombardi in a concluding

chapter entitled "A Contemporary View of the

Issues." A comprehensive bibliography of Lombardi's

writings is included. (MAB)

ED 349 042 JC 920 422

Meltesen, Cal Lucas, John A.

Follow-Up Study of 1989 Harper College Transfer

Alumni. Volume XIX, No. 10.

William Rainey Harper Coll., Palatine, Ill. Office of

Planning and Research.

Pub Date—28 Jun 91

Note—71p.; For the follow-up study of 1987 Har-

per transfer alumni, see ED 328 300.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160) — Numerical/Quantitative

Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Alumni, \*College Transfer Students,

Community Colleges, Comparative Analysis, Edu-

cation Work Relationship, \*Employment Pat-

terns, Followup Studies, \*Outcomes of

Education, \*Participant Satisfaction, Question-

naires, Student Characteristics, Two Year Col-

leges, Two Year College Students, Vocational

Followup

Identifiers—William Rainey Harper College IL

In an ongoing effort to evaluate how well William

Rainey Harper College (WRHC), in Palatine, Illinois, prepares its students to transfer into baccalaureate programs, a survey was conducted of all 824 transfer-oriented students who had accumulated at least 48 semester hours of credit during the 1988-89 academic year. Study results, based on a 69% response rate, were compared with those from previous years. In addition, all transfer data sent to WRHC from senior institutions between 1979 and 1989 were analyzed. Study findings included the following: (1) 37% of the respondents were employed full-time, a decrease of 2% from the 1987 group; (2) 75% were enrolled in a college 1 year after leaving WRHC; (3) the percentage working while attending college had increased steadily, from 35.6% in 1981 to 45.2% in 1987 and 52.9% in 1989; (4) as in the past, most students who had transferred to senior institutions were business majors at both WRHC and their four-year school; (5) the percentage employed as unskilled laborers had decreased from 14% among 1987 alumni to 7.6%; (6) the average salary of alumni was \$21,676; (7) 50.6% of the transferring alumni stated that all of their WRHC courses transferred; (8) 67% reported earning a grade point average (GPA) of 3.0 or better at their four-year school; (9) as in the past eight studies, GPA's earned at four-year institutions (with the exception of the University of Illinois at Champaign) were higher than those earned at WRHC; (10) data from senior institutions revealed that the GPA's of WRHC transfer students were lower than those of other community college transfer students; and (11) transferring alumni rated all services at WRHC higher than those at their four-year institution. Narrative responses and the survey instrument are included. (MPH)

ED 349 043 JC 920 424

Meltesen, Cal Lucas, John A.

Student Characteristics as Compared to the Com-

munity Profile of Fall 1990. Volume XX, No. 2.

William Rainey Harper Coll., Palatine, Ill. Office of

Planning and Research.

Pub Date—30 Sep 91

Note—34p.; For the fall 1989 comparison, see ED

328 308.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160) — Numerical/Quantitative

Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, College

Credits, Community Colleges, Comparative Anal-

ysis, Continuing Education, Credit Courses, En-

rollment Influences, Noncredit Courses, \*Paying

for College, Questionnaires, School Surveys,

\*Student Attitudes, \*Student Characteristics, Student

Educational Objectives, Two Year Colleges,

\*Two Year College Students

A study was conducted at William Rainey Harper

College (WRHC) in Palatine, Illinois, to develop a

profile of fall 1990 students, compare student and

community demographic data, and analyze the per-

centage of various community sub-groups served by

the college. A random sample of 500 degree credit

students (DCS's) and 300 non-degree credit stu-

dents (NCS's) were surveyed, representing 3.4%

and 3.3% of the total student populations of the two

groups, respectively. Based on responses from 371

(74%) of the DCS's and 231 (77%) of the NCS's,

combined with an analysis of 1990 census data,

study findings included the following: (1) 40% of the

DCS's had taken college courses before attending

WRHC, and 10% had at least a bachelor's degree;

(2) one-third of DCS's indicated an intention to

transfer to a four-year institution, while two-thirds

of the NCS's enrolled in courses for general interest;

(3) the average student age was 26 years for DCS's

and 42 years for NCS's; (4) 2.5% of the district

population was enrolled in WRHC degree programs

in fall 1990; (5) 63% of the DCS's and 80% of the

NCS's indicated that they were employed full-time,

earning average annual salaries of \$33,724 and

\$48,963, respectively; (6) sources of funding for col-

lege reported by the DCS's were the student's own

money (57%), employer contributions (16%), par-

ental funds (13%), and spouses (8%), while funding

sources among NCS's included the student's own

money (77%), employer contributions (10%),

spouses (10%), and parental funds (2%); and (7) pri-

mary enrollment influences continued to be friends

and relatives, convenience, and the availability of

specific programs and offerings. Detailed data tables

and the survey instrument are included. (PAA)

ED 349 044 JC 920 425

Lucas, John A. Meltesen, Cal

**Longitudinal Study of Harper College Students, 1979-1989.** Volume XX, No. 3.  
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—27 Nov 91

Note—23p; For the longitudinal study of students entering WRHC from 1967-1981, see ED 226 805.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Academic Persistence, Age, College Transfer Students, Community Colleges, Degrees (Academic), Ethnicity, Females, Full Time Students, Grade Point Average, Grading, Longitudinal Studies, Males, Part Time Students, \*Student Characteristics, Tables (Data), Trend Analysis, Two Year Colleges, \*Two Year College Students

Identifiers—\*William Rainey Harper College IL

A longitudinal study was conducted at William Rainey Harper College, in Palatine, Illinois, to observe the performance and achievement of all credit students entering the college from fall 1979 through fall 1989. Academic records were analyzed for 14,908 full-time and 30,082 part-time students. Study findings included the following: (1) over the years, the grade point average (GPA) of the student body rose and fell in direct relationship to changes in the grading policy; (2) full-time students entering before they were 21 years old had average GPA's of 2.31, while students 21 or older averaged 2.6; (3) part-time students who entered before they were 21 averaged a 1.88 GPA, while those entering between the ages of 21 and 34 averaged 2.43, and those 35 or older averaged 2.83; (4) full-time student GPA's by ethnic group were 2.38 for Asians, 2.35 for Whites, and 1.82 for Blacks/Hispanics; (5) part-time student GPA's were 2.32 for Whites, 2.11 for Asians, and 1.79 for Blacks/Hispanics; (6) full-time students were equally divided by gender; (7) career program enrollments were 58% female, while transfer program enrollments were 54% male; (8) students who began full-time completed an average of 42 credits, while part-time students completed an average of 15 credits; (9) women were more likely than men to obtain degrees; (10) the persistence rate (for those who started one fall semester and returned one year or more later) was about 80% for full-time students and 55% for part-time students; and (11) most full-time students entered with a transfer program major, while greater numbers of females, older students, and minorities enrolled in career programs. (PAA)

**ED 349 045**

JC 920 430

*Havlic, S. And Others*

**Follow-Up Study of Journalism Students—1985-1990.** Volume XX, No. 8.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—1 Jun 92

Note—22p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Graduates, Community Colleges, Educational Attainment, Education Work Relationship, \*Employment Patterns, Followup Studies, Graduate Surveys, Job Placement, Journalism, \*Journalism Education, \*Outcomes of Education, \*Participant Satisfaction, Questionnaires, Relevance (Education), Salaries, Self Evaluation (Groups), Student Attitudes, Two Year Colleges, \*Two Year College Students, Vocational Followup

Identifiers—William Rainey Harper College IL

As part of the overall evaluation of its journalism program, William Rainey Harper College (WRHC), in Palatine, Illinois, conducted a follow-up survey of students who had completed three or more journalism courses between 1985 and 1990 to determine current activities and perceptions of the program. Questionnaires were mailed to all 80 participants, yielding a 64% response rate. Study findings included the following: (1) compared to the general student population, former journalism students were high achievers and remained at WRHC longer; (2) while 60% of the respondents intended to attain an associate degree, 48% actually earned one; (3) 53% of the respondents were employed full-time, 33% were employed part-time, and only 4% of the unemployed were searching for employment; (4) 45% of those employed were in a field related to journalism, a figure slightly lower than the average

for career alumni; (5) the average salary of those employed in journalism-related fields was \$24,300, a figure considerably higher than their starting salary of \$18,600, but slightly under the average salary for career alumni; (6) 44% of the employed respondents found their jobs on their own, 15% had the assistance of relatives and friends, and 15% were still employed with the same firm they worked for when they entered WRHC; (7) 3 in 5 respondents reported having met or being very close to meeting their career goals; and (8) 61% had continued their education, with 29% having achieved at least a bachelor's degree. The study report includes student comments and the questionnaire. (MAB)

**ED 349 046**

JC 920 433

*Lane, Marvin E.*

**Quality in Education.**

Pub Date—19 Mar 92

Note—11p; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (72nd, Phoenix, AZ, April 11-14, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Role, \*College Administration, \*College Planning, College Presidents, Community Colleges, Educational Change, \*Educational Quality, Long Range Planning, Management Teams, \*Program Implementation, Two Year Colleges, Workshops

Identifiers—\*Lamar Community College CO, \*Total Quality Management

In 1989, the president of Lamar Community College (LCC) in Colorado, together with 14 classified, faculty, and administrative staff, attended a workshop on educational quality at Fox Valley Technical College (FVTC) in an effort to begin implementing a Total Quality Management process at LCC. Following the workshop, attendees from LCC organized the Quality Improvement Council (QIC) and developed a mission statement, a values statement, and a set of guiding principles which were adopted by the college in December 1989. The following year, teams of staff, faculty, and administrators returned to FVTC to attend special training workshops on TQM implementation. Workshop attendees organized training sessions at LCC in fall 1990, consisting of 20 hours of classroom presentations and interaction. All staff at the college were expected to complete the sessions. Beginning in 1990, self-directed management teams were formed, the first one being set up within the Student Services department, followed by four more within the instructional areas. A traditional long-range planning process was initiated in summer 1991, but by February 1992 it had become obvious that the ordinary planning process would not be adequate for the TQM efforts and a new planning process was therefore initiated, involving the identification of critical processes for the campus. Among activities planned for the future are the following: staff training in the customer service model; developing a degree program in TQM; introducing quality concepts into instructional programs; and sharing LCC's experience with other institutions that are beginning to explore the quality concept. (PAA)

**ED 349 047**

JC 920 434

*Kross, Carolyn Sue*

**Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients.**

Pub Date—Mar 91

Note—67p.; Ed.D. Particum, Nova University.

For a related document, see JC 920 435.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Community Colleges, Hospitals, \*Nurses, Nursing, \*Nursing Education, Nursing Research, \*Patients, Questionnaires, \*Student Attitudes, \*Student Reaction, Student Rights, Two Year Colleges

Identifiers—\*Riverside Community College CA

In fall 1990, a study was conducted to assess the attitudes of nursing students who were attending Riverside Community College (RCC), in California, toward exposure to Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) positive patients in a hospital setting. All students enrolled in RCC's associate degree nursing program were surveyed using an adaptation of Wiley's HIV-Impact questionnaire, which em-

ployed a Likert scale. In addition, narrative comments were elicited. Study findings, based on responses from all 195 students surveyed, included the following: (1) 56.9% indicated that interaction with HIV-positive individuals would be a positive educational experience; (2) 62.6% feared potentially exposing their families to the disease; (3) 69.2% feared that they would be exposed to HIV infections as students in a clinical setting; (4) 73.8% felt that they were provided with adequate infection control procedures and information for self-protection by the nursing program; (5) 80% felt that nurses should be allowed to refuse assignment to AIDS/HIV-positive patients; (6) 90% indicated that their families supported their decision to go into nursing; (7) 64.6% felt that students should be provided with the option of refusing to work with AIDS/HIV-positive patients, while 74.4% indicated that they would not routinely refuse such assignments; and (8) 93.7% responded that the AIDS threat was not a factor in their selecting nursing as a career. The study report includes a literature review, recommendations for future action, the survey instrument, data tables, and narrative responses. (MAB)

**ED 349 048**

JC 920 435

*Kross, Carolyn Sue*

**Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting.**

Pub Date—Jan 91

Note—60p.; Ed.D. Particum, Nova University.

For a related document, see JC 920 434.

Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, \*Administrator Attitudes, Administrators, College Faculty, Community Colleges, \*Guidelines, Hospitals, Nurses, \*Nursing Education, Nursing Research, Patients, Questionnaires, School Policy, \*Student Behavior, Student Rights, \*Teacher Attitudes, Two Year Colleges, Two Year College Students

Identifiers—Riverside Community College CA

The purpose of this study was to develop Associate Degree nursing program guidelines for Riverside Community College (RCC), in California, regarding mandatory nursing student assignment to Acquired Immune Deficiency Syndrome (AIDS) patients, and student refusal of such assignments in a clinical setting. During the 1990 fall semester, RCC's Nursing Curriculum Committee drafted and revised the guidelines with the researcher serving as facilitator. Two surveys were conducted for data collection. First, 25 administrators, representing the Dean/Director's Organization of Southern California Associate Degree Nurses, were surveyed to determine the status of any existing AIDS-related policies for nursing programs. In addition, 12 RCC nursing faculty were surveyed to determine their attitudes, beliefs, and concerns about mandatory AIDS-related assignments for students. Selected findings included the following: (1) 56% of the administrators did not ensure that all of their nursing students were assigned to AIDS patients; (2) 84% of the administrators indicated that their institutions did not have a policy regarding the right of a student to refuse to care for AIDS patients; (3) 50% of the faculty felt that nursing students should be assigned as students to AIDS patients; (4) 76.9% of the faculty members were willing to participate in clinical procedures with students who were assigned to AIDS patients; and (5) 53.8% of the faculty felt that students had a right to refuse assignment to an AIDS patient. The study report includes the "Policy for Student Assignment to AIDS/HIV-Seropositive Clients," which was approved by 75% of RCC's nursing faculty, a literature review, recommendations, the survey instruments, and narrative responses. (MAB)

**ED 349 049**

JC 920 436

*Kangas, Jon*

**Success and Retention Rates for Gateway U Classes, Spring 1992.** Research Report #256.

San Jose/Evergreen Community Coll. District, San Jose, CA.

Pub Date—25 Aug 92

Note—9p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Persistence, Community Colleges, Comparative Analysis, \*Developmental Studies Programs, Ed-



educationally Disadvantaged, Grades (Scholastic), \*High Risk Students, Intervention, \*Program Effectiveness, Program Evaluation, \*Remedial Instruction, Remedial Mathematics, Remedial Reading, \*Tutoring, Two Year Colleges, Two Year College Students

Identifiers—San Jose City College CA

In spring 1992, a program was initiated at San Jose City College (SJCC) in California to assist underprepared student entering reading, writing, and math courses below the level of transfer English and math courses. The program entitled Gateway U (GU), included the following components: weekly surveys of students during the first 4 weeks of class to determine if students understood their assignments, and if they wanted to see a tutor, talk with the instructor, or study with other students; a program assistant who immediately contacted students having difficulty; block scheduling of reading, writing, and math classes; student study groups; and assistance for students on visits to student services offices. A total of 259 students participated in GU. Success and retention rates were compared to the 796 students who were in remedial class sections that were not a part of GU. Program outcomes included the following: (1) 64% of the GU students ( $n=167$ ) were successful in their courses (receiving letter grades of A, B, C, or credit) as compared with 45% of non-GU students ( $n=358$ ); (2) class retention (of those receiving letter grades of A, B, C, D, or credit) for GU students was 72% ( $n=186$ ) as compared with 53% for non-GU students ( $n=421$ ); (3) 81% of the time (based on 22 of 27 comparisons) GU class sections had higher success rates than non-GU sections; (4) 85% of the time (23 of 27 comparisons) GU sections had higher retention rates than non-GU sections; and (5) 86% of the students in GU were ethnic minorities, including 52% Hispanic, 23% Black, and 5% Asian, compared with 73% ethnic minorities in non-GU sections. Data tables are included. (PAA)

ED 349 050 JC 920 437

Craig, Ford M.

Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15. Mid-Plains Community Coll. Area, North Platte, NE. Office of Institutional Research.

Pub Date—Sep 92

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, Community Colleges, Comparative Analysis, \*Educational Environment, \*Employee Attitudes, \*Job Satisfaction, Multicampus Districts, National Norms, \*Organizational Climate, Quality of Working Life, School Surveys, Self Evaluation (Groups), \*Teacher Attitudes, Two Year Colleges

In March 1992, a survey was sent to all support staff, faculty members, and administrators at the three campuses of the Mid-Plains Community College Area (MPCCA), in Nebraska, to obtain information for the strategic planning process and to establish baseline employee satisfaction data. McCook Community College in McCook, and two campuses of Mid-Plains Community College in North Platte were included in the study. Among the 73 support staff surveyed, 42 responded for a 57.5% response rate, while 83 of 118 faculty and administrators completed surveys for a 70.3% response rate. The survey instrument utilized a Likert scale to examine seven areas of institutional functioning and work environment including: input on goals/purposes; structuring of the work situation; relationship with immediate supervisor; other work relationships; rewards; helpful mechanisms; and desire to periodically change some aspect of the job. Study findings were compared to 1989 national norms for faculty and administrator attitudes. Study highlights included the following: (1) of the seven areas examined in the survey, there was least satisfaction among all groups in the area of rewards (relating to salary, benefits, and personal growth); (2) 64.8% of faculty and 52.9% of administrators rated work conditions as "satisfactory" or "very satisfactory" as compared with 63.9% and 74% for the national norms, respectively; and (3) in response to questions about salary and fringe benefits, 38.9% of faculty and 29.4% of administrators were satisfied or very satisfied as compared to the national norm of 51.1% and 63.9%, respectively. Detailed survey response tables are included. (PAA)

ED 349 051 JC 920 438

Conklin, Karen A.

RIE JAN 1993

Perceptions of Johnson County Community College by Residents of Johnson County. [Revised.] Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date—Aug 92

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Role, \*Community Attitudes, Community Colleges, Community Surveys, \*Educational Attitudes, Information Sources, Mission Statements, \*Public Opinion, \*School Community Relationship, Self Evaluation (Groups), Two Year Colleges

Identifiers—Johnson County Community College KS

In spring 1992, a community survey was conducted by Johnson County Community College (JCCC) in Overland Park, Kansas, to assess residents' opinions and perceptions about the college. A stratified random sample of 800 Johnson County adults was contacted by telephone, of whom 524 provided completed interviews for a 79% response rate. A total of 137 residents refused to be interviewed, while an additional 139 indicated that they were not familiar enough with the college to participate. Study results included the following: (1) 60% of the respondents were male, 80% were married, and over 50% had earned a bachelor's degree or higher; (2) over 55% of the respondents had been on the JCCC campus within the past year; (3) 94% of the respondents agreed that JCCC was a source of community pride, 89% felt that the college provided adequate programs and services, and 91% felt that the college charged reasonable tuition fees, up from 63% in 1987; (4) over 90% of residents interviewed were aware of JCCC's transfer function and 80% knew of JCCC's vocational education function, though less than 40% were aware of the college's work to promote economic development and support businesses; (5) of the 12 functions in JCCC's mission statement, the following five: transfer, job skills, lifetime learning, support services, and special needs were considered among the most important by respondents; (6) 92% of the respondents were willing to recommend JCCC to a friend, and over 85% rated the college as "good" or "excellent"; and (7) 49% of the respondents indicated that they would support expansion of the institution through a property tax increase. Detailed data tables and selected verbatim narrative responses are included. (PAA)

ED 349 052 JC 920 439

Seybert, Jeffrey A. Soltz, Donald F.

Assessing the Outcomes of Developmental Courses at Johnson County Community College.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date—Aug 92

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Academic Persistence, Achievement Gains, College Credits, Community Colleges, Comparative Analysis, \*Developmental Studies Programs, Grade Point Average, \*High Risk Students, Pretests Posttests, Program Effectiveness, Program Evaluation, \*Remedial Instruction, \*Remedial Mathematics, \*Remedial Reading, Two Year Colleges, Two Year College Students

Identifiers—Johnson County Community College KS

In fall 1990, Johnson County Community College (JCCC) in Overland Park, Kansas, conducted a study of the effectiveness of the college's developmental reading, English, and mathematics courses. The study examined developmental students' course grades and completion rates, grades in related college-level courses, overall academic progress, and scores on standardized assessment tests taken before and after the developmental course. The study population included 1,011 students enrolled in developmental reading from fall 1986 through spring 1990, 292 students enrolled in developmental English in fall 1990, and 1,126 students enrolled in developmental mathematics courses between fall 1986 and fall 1990. Study highlights included the following: (1) students in developmental reading and English courses showed significant gains on standardized tests near the end of their remedial courses; (2) students in developmental courses completed approximately 20 credit hours at the college; (3) developmental students' grade point averages (GPAs) dropped significantly

in the semester following their developmental work, but then increased gradually; (4) developmental students generally achieved passing grades in college-level courses related to their developmental courses, though both their grades and course completion rates were lower than the college-wide averages in those same courses; and (5) developmental reading students graduated (i.e., received a degree or certificate) at a rate slightly more than one-half that of the student body as a whole. Also, developmental English students' graduation rates approximated those of students college-wide, while developmental math students graduated at a rate nearly twice the college-wide average. Detailed data tables are included. (PAA)

ED 349 053 JC 920 441

Spencer, Patricia A. Flyer, Mary L.

The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality?

Pub Date—[92]

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Change Agents, Classroom Environment, College Faculty, Community Colleges, Evaluation Research, \*Evaluation Utilization, \*Faculty Evaluation, Higher Education, \*Instructional Improvement, Peer Evaluation, State Universities, Student Evaluation of Teacher Performance, \*Teacher Attitudes, Teacher Improvement, \*Tenured Faculty, Two Year Colleges

A study was conducted to determine the effects of the formal evaluation process (FEP) of two- and four-year college faculty on instructional improvement. A questionnaire was mailed to a random sample of 250 tenured faculty representing five colleges and universities. Respondents were asked to indicate whether three segments of the FEP (i.e., student, peer, and administrator evaluation) had led to changes in such areas as teaching strategies, classroom management, and basic philosophies of education. In addition, faculty perceptions of the FEP were gathered through four questions utilizing a Likert scale and one open-ended query. Survey findings, based on a 58% response rate, included the following: (1) of the three FEP segments, respondents were most likely to use student feedback as an impetus for change, but only in specific areas such as altering handout materials, changing the number of assignments, and changing the pacing of lectures; (2) 77% of the responses indicated that student evaluations were not taken into account; (3) 8% of the responses indicated that peer review had led to changes, mostly in the area of selecting a different textbook; (4) administrator feedback was credited as an impetus for change in only 2% of the responses; (5) 25% of changes were attributed to "other causes"; and (6) 73% of the respondents indicated that the FEP never or only occasionally led to instructional improvement, and 64% indicated that follow-up support to assist in implementing change was never provided. A literature review, faculty responses, and recommendations are included in the study report. Contains 40 references. (MAB)

ED 349 054 JC 920 442

Trustee Quarterly, 1992.

Association of Community Coll. Trustees, Annandale, Va.

Pub Date—92

Note—82p.

Journal Cit—Trustee Quarterly; 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Administrative Policy, Administrator Responsibility, Board Administrator Relationship, \*College Administration, College Planning, \*Community Colleges, Educational Finance, Financial Support, Futures (of Society), \*Governing Boards, School Community Relationship, \*Trustees, Two Year Colleges

The four issues of "Trustee Quarterly" contained in this document focus on topics of current concern to community college trustees. The winter 1992 issue offers articles on the trustee's role in politics, community colleges as community catalysts, Lewis and Clark Community College's (Illinois) strategic planning process, staff development activities and state audits, and college ethics. This issue also reviews key findings in the American Council on Education's "Campus Trends, 1991." Articles in the spring 1992 issue address the importance of board leadership in enhancing the quality of community colleges, new opportunities for colleges to promote community service, Miami-Dade Community Col-

lege's (Florida) efforts to obtain additional funding from local taxpayers, drug education for educators, and the future role of community and technical college trustees. The summer 1992 issue features articles on faculty collective bargaining, the California Community College foundations' search for external resources, the University of Hawaii's partnership with the state's K-12 public education system to promote reform, the Supreme Court decision holding educational institutions liable for damages for sexual harassment of students, and the challenge of establishing college priorities in a time of fiscal austerity. The fall 1992 issue contains articles examining the need to make education free of gender, ethnic, racial, and economic stereotyping, building good working relationships between trustees and faculty, setting the compensation of community college chief executives, and the trustee emeritus policy adopted by Columbus State Community College. This issue concludes with a commentary on the North American Free Trade Agreement and the role of education. (MAB)

ED 349 055

JC 920 443

Rudmann, Jerry

**An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software.**

Irvine Valley Coll., Irvine, CA.

Spons Agency—California Community Coll. Fund for Instructional Improvement.

Pub Date—27 Aug 92

Note—41p.

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Persistence, \*College Freshmen, \*Computer Oriented Programs, Computer Software, Computer Uses in Education, Faculty Advisers, \*High Risk Students, Intervention, Mentors, Program Development, Program Evaluation, \*School Holding Power, Tables (Data), Two Year Colleges, Two Year College Students

Identifiers—Early Alert Retention System, Irvine Valley College CA

An overview of the development and evaluation of an early alert procedure for identifying and assisting students experiencing academic difficulty at Irvine Valley College (IVC), in California, is provided in this report. The first section introduces IVC's new personal computer-based Early Alert Retention System (EARS) software, as well as the research conducted to evaluate the effectiveness of the project as it evolved. The next four sections present research summaries, providing a hypothesis, guiding questions, study methodology, detailed results, tables and charts, and conclusions for the following: (1) a pilot project of faculty mentoring for 160 students randomly selected from a pool of 800 new matriculants and collection of mid-semester alerts from faculty; (2) an evaluation of mid-semester early alerts using an experimental design which compared the performance of students who had been issued a letter of concern/support, those to whom letters requesting that they consult an "early advantage" advisor had been sent, and those not contacted; (3) early alert rosters issued to teachers of all first semester students; and (4) the effectiveness of College Student Inventory for predicting academic outcomes. A key finding presented in the second research summary is that full-time students receiving alert letters had the highest end-of-year retention (81.3%), while part-time students in both the advisor and letter groups had greater end-of-year retention than those not contacted. A detailed discussion of approaches to designing and implementing early alert processes conclude the report. An appendix includes a description of the EARS software, and samples of early alert forms, letters, and logs. (MAB)

ED 349 056

JC 920 444

Rudmann, Jerry

**An Evaluation of a College Orientation Course.**

Irvine Valley Coll., Irvine, CA.

Pub Date—27 Aug 92

Note—6p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Persistence, Career Counseling, Comparative Analysis, Course Evaluation, \*Courses, Grade Point Average, School Counselors,

\*School Orientation, Student Attitudes, Student Educational Objectives, Two Year Colleges, Two Year College Students

Identifiers—Irvine Valley College CA

The first-semester orientation course at Irvine Valley College (IVC), in California, a non-required course taught by counselors, covers time management, study skills, academic policies, career and academic major exploration, and support services. In an effort to evaluate the effectiveness of the course, a study was conducted of the 1990 freshman cohort. The study population was divided into full-time and part-time students, and was further classified by orientation course status as successful students (those receiving letter grades of A, B, C, or Credit); unsuccessful students (D, F, Withdraw, NoCredit); and students who did not take the orientation course. Independent variables of the study included grade point average (GPA), course pass rate, units earned, and return rate for spring and fall of 1991. In addition, a survey was administered toward the end of the semester asking students in the orientation course how sure they were of their college major and career goals at three points since applying to IVC. Study findings included the following: (1) successful course completers (SS) included 144 full-time and 56 part-time students, unsuccessful students included 26 full-time and 31 part-time students, while 87 full-time and 322 part-time students did not attend the course (NA); (2) both full- and part-time SS's had higher persistence rates through three semesters (59.7% and 39.3%, respectively) than full- and part-time NA's (34.5% and 27.3%, respectively); (3) differences in GPA's, units earned, and pass rates for SS's and NA's were not statistically significant; and (4) SS's reported much stronger career and academic goal focus by the end of the course. Data tables are included. (PAA)

ED 349 057

JC 920 445

Hopkins, Shannon. Kammer, Gregory

**Meaning-Making through Writing and Art Collaboration.**

Pub Date—25 May 92

Note—12p. Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Art Activities, \*Art Education, Audience Awareness, Audience Response, Community Colleges, \*Creative Art, Creative Expression, \*Graphic Arts, Instructional Innovation, Intercollegiate Cooperation, \*Interdisciplinary Approach, Student Reaction, Teaching Methods, Two Year Colleges, Two Year College Students, Writing (Composition), \*Writing Assignments, \*Writing Instruction

Identifiers—Everett Community College WA, Yakima Valley Community College WA

In fall 1991 and spring 1992, an interdisciplinary art-and-writing collaborative project was initiated by an English instructor at Yakima Valley Community College (YVCC) and a graphics instructor at Everett Community College (ECC), both in Washington State. The project involved a graphics art class at ECC and a writing class from YVCC, pairing each art student with a "writing partner" and each writing student with an "art partner." Compositions produced by the writing students were distributed to the art students who responded by creating a piece of artwork inspired by the writing. The writing students then examined the artwork produced from their writing, and completed a written response to the piece. In the fall quarter, the writing students produced a variety of compositions, including poetry, short stories, and narratives, and the art students were asked to respond to the "mood" expressed by the writing. In the spring quarter, the writing students were required to write profiles of people who were important to them, while the art students were asked to respond using "found images" which could be blended together to illustrate the written profiles. Students in the writing class viewed the artwork as a group before being told which one corresponded to their writing. These classroom sessions were videotaped, as were discussions in the art class. The project helped writing students to become attentive to the role of perception, meaning-making, and audience response in the writing process. The bulk of the paper consists of excerpts of the writing students' comments about the artwork that was produced in response to their

writing. (PAA)

ED 349 058

JC 920 446

Murray, Steven F.

**Determining Faculty Attitudes toward Incentives and Rewards.**

Pub Date—May 92

Note—22p. Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, Community Colleges, Faculty College Relationship, \*Faculty Development, Faculty Fellowships, \*Incentives, Instructional Improvement, Professional Development, \*Rewards, School Surveys, \*Teacher Attitudes, \*Teacher Participation, Two Year Colleges

Identifiers—Phillips County Community College AR

The purposes of a survey administered to all 60 faculty members at Phillips County Community College in Helena, Arkansas were: (1) to determine the types of incentives and rewards faculty perceive as most likely to encourage their participation in professional development activities; (2) to determine their degree of interest in specific professional development activities and topics; and (3) to assess faculty perceptions about the outcomes associated with participating in development programs. Study findings, based on a 75% response rate, included the following: (1) only 5 of 13 incentives for participating in faculty development activities were viewed by faculty as at least somewhat likely to encourage their participation; these were travel funds to attend conferences, paid release time for professional development, funds for innovative proposals to improve or develop a course, support and encouragement from senior-level administrators, and support and encouragement from department heads; (2) incentives were perceived as more likely than rewards to encourage faculty participation in the development activities; (3) among the 38 development activities listed on the survey, faculty expressed the greatest interest in those relating to changing students' attitudes or abilities, particularly in the areas of self-esteem, critical thinking, and problem solving; and (4) faculty perceived intrinsic benefits such as increased effectiveness, efficiency, and satisfaction as at least somewhat likely to result from their participation in professional development activities. Five data tables are included. (PAA)

ED 349 059

JC 920 447

Edwards, Allen G.

**Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2.**

Southern Association of Community, Junior, and Technical Colleges.

Pub Date—Sep 92

Note—6p.

Available from—Piedmont Technical College, P.O. Drawer 1467, Greenwood, SC 29648 (\$3).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Planning, College Presidents, \*Community Colleges, Educational Trends, Females, Futures (of Society), \*Individual Development, Intercollegiate Cooperation, \*Internship Programs, \*Leadership, Leadership Qualities, \*Leadership Training, Management Development, Minority Groups, Models, Professional Development, Program Descriptions, Two Year Colleges

Identifiers—University of Kentucky Community College System

In July 1990, the Leadership Academy was established within the Kentucky Community College System (KCCS) for the purpose of preparing the next generation of leaders within the system's 14 colleges. An eight-member advisory board, appointed by the chancellor of the KCCS, set about developing the activities of the Academy. The three goals adopted by the board included: to develop leaders for the KCCS from the ranks of the community college faculty and staff; to increase the number of women and minorities in leadership roles at all levels; and to develop a model of leadership training and networking which could be used in other states and districts. Presidents from each of the 14 colleges

created their own selection process for nominating one candidate and an alternate to participate. During the first year of the Academy, the advisory board selected 20 participants. The Academy, which has just begun its second year of operation, uses an experiential learning model, consisting of the following three stages: (1) a 4-day summer institute focusing on state and national issues in education, business and government, as well as personal growth and development concerns; (2) a fall internship at the participants' home college under the mentorship of their president or dean; and (3) two fall retreats focusing on the culture, politics and problems of the region as they relate to the KCCS. Participants are required to submit written evaluations following each stage. To insure the current leadership's involvement in the project, the 14 college presidents review and advise the work of the Academy board, host the summer institute, and plan and implement the retreats. (PAA)

**ED 349 060** JC 920 448

Dowd, Steven B.

**Academic Integrity-A Review and Case Study.**

Pub Date—Aug 92

Note—27p.

Pub Type—Information Analyses (070) — Reports — Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cheating, College Role, Community Colleges, Ethics, \*Integrity, Literature Reviews, Moral Values, \*Plagiarism, Policy Formation, \*School Policy, Teacher Influence, \*Teacher Role, \*Teacher Student Relationship, Two Year Colleges, Two Year College Students

Identifiers—Lincoln Land Community College IL

Focusing on the role of the community college in promoting academic integrity, this paper provides a review of the literature and a case study describing the development of a relevant college-wide policy. First, a general overview of the role of colleges in promoting values is presented. Next, the literature review on cheating and plagiarism in colleges defines cheating and its consequences, looks at the grey areas, discusses why students cheat, and asks how community colleges, with primarily adult student bodies, can ensure acceptable values and behaviors. Practical suggestions for preventing cheating in the classroom are also provided, following which the case study, describing the activities of the Academic Standards Committee at Lincoln Land Community College (LLCC), in Springfield, Illinois, is presented. The case study reports on a survey of LLCC faculty to determine if academic dishonesty was a problem on the campus, and the debate surrounding the development of a policy statement which would encourage honesty, and provide guidelines for instructors that conform to higher education's standards. The paper concludes with recommendations proposing that: (1) the academic institution must be a role model; (2) faculty and colleges must teach students how and why not to cheat; (3) policies must empower both students and faculty; (4) policies must be adaptable to individual faculty member's and institution's needs; (5) the reasons students cheat must be examined; (6) the administration must support faculty; and (7) integrity should always be stressed over cheating. LLCC's survey instrument and academic integrity policy statement are appended. (MAB)

**ED 349 061** JC 920 449

King, Maxwell C. Ferst, Seymour H.

**Integrating the International/Intercultural Dimension in the Community College.**

Association of Community College Trustees, Washington, DC; Community Colleges for International Development, Inc.

Pub Date—[92]

Note—55p.

Available from—Association of Community College Trustees, 1740 N St., N.W., Washington, DC 20036 (\$10).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*College Role, Community Colleges, Consortia, \*Cultural Awareness, Cultural Education, Curriculum Development, \*Educational Change, Educational Trends, \*Global Approach, Immigrants, \*Intercultural Programs, \*International Education, International Trade, Minority Groups, Multicultural Education, Role of Education, Two Year Colleges

Identifiers—Brevard Community College FL, \*Diversity Concept

RIE JAN 1993

Focusing on the role that community colleges have played in promoting international/intercultural education (IIE), this six-part report examines key concepts, issues, and programs related to IIE. First, "International Education: Challenges and Responses" reviews efforts by the American Association of Community and Junior Colleges (AACJC) and the Association of Community College Trustees to promote an international/intercultural dimension. Next, "Relationship of International and Intercultural Education," examines the effects of ethnic diversity within community colleges, and within the United States, citing changing perceptions of ethnic heritage, and growing support for multi-ethnic education. Next, "The International/Intercultural Dimension" focuses on the implications of the IIE movement for general education, offers suggestions for trustees and administrators concerning IIE implementation, and discusses the institutionalization of new curricula. In "Progress: By Colleges and Consortia," specific efforts and organizations committed to fostering IIE in two-year colleges are reviewed, highlighting relevant AACJC-Kellogg Beacon College Projects; the Asian Studies Institute at the East-West Center, in Honolulu; international trade, specialized study, and study abroad programs at Brevard Community College, in Florida; the American Council on International/Intercultural Education; state consortia; and Community Colleges for International Development, in Florida. Following a summary entitled "Looking Back, Looking Forward," a final chapter entitled "Becoming and Keeping Informed: Basic Sources and Resources," lists over 40 organizations and multi-media resources for IIE. Contains 80 endnotes. (PAA)

**ED 349 062** JC 920 450

Gay, Lucy And Others

**Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference.**

Hawaii Univ., Honolulu. Leeward Community Coll. Pub Date—Jun 92

Note—41p.; Paper presented at the Annual Summer Institute on Community College Effectiveness and Student Success (4th, Vail, CO, June 21-24, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Persistence, Community Colleges, \*Cultural Awareness, Educational Counseling, Enrollment, Faculty Development, \*Hawaiians, Program Descriptions, \*School Holding Power, School Orientation, School Surveys, Student Characteristics, Student Personnel Services, Tables (Data), Two Year Colleges, Two Year College Students

Identifiers—Student Information System, \*University of Hawaii Leeward Community College

The Native Hawaiian Project at Leeward Community College (LCC) in Pearl City, Hawaii, was developed to increase the retention and academic success of native Hawaiian students at the college. The project was initiated in summer 1988 with the establishment of the Native Hawaiian Recruitment and Retention Task force to examine campus services and practices that influence student retention. In fall of 1988, planning meetings were held for the development of a special student tracking system. In addition, a survey was distributed during the advising/registration period to identify native Hawaiian students who self-identified as another ethnicity. Information was then sent to all native Hawaiian students informing them about LCC services, financial aid and Learning Resource Center workshops, and providing them with study skills materials. Other activities of the project included a staff development workshop to increase faculty sensitivity to native Hawaiians, special workshops on Hawaiian culture, formation of a Hawaiian Club to promote Hawaiian culture, and a summer Bridge Program for recent high school graduates. Beginning in summer 1989, courses in self-development and career exploration were established, and in fall 1989, a minority counselor was hired specifically for the project. In August 1990, a two-hour orientation session was held for Hawaiian students entitled "Introduction to College Seminar," and in spring 1991, the Native Hawaiian Student Success Conference was held. A large part of this report consists on graphs, pie charts, and data tables on LCC student characteristics for fall 1991; on the Native Hawaiian Project; and on native Hawaiian student enrollment at LCC for 1987-1991 and at all community colleges in the

University of Hawaii's system for 1988-1991. (PAA)

**ED 349 063** JC 920 451

Kirk, Henry P. Ed.

**Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations.** Washington Association of Community and Technical Colleges. Presidents Academy.

Pub Date—Sep 92

Note—44p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Colleges, Donors, Educational Finance, \*Fund Raising, \*Nonprofit Organizations, \*Philanthropic Foundations, \*Private Financial Support, School Community Relationship, State Surveys, Two Year Colleges

Identifiers—\*Washington

In 1992, all 32 state community and technical colleges in Washington State were contacted to obtain information on the characteristics and activities of the non-profit foundations which have been, or are being, established at each institution. Selected findings include the following: (1) a total of 25 foundations were established between 1963 and 1991; (2) 20 of the colleges had a formal agreement with the foundation that sets forth the terms of their relationship; (3) 14 respondents reported that their foundations were engaged in annual fundraising campaigns (other than capital projects), with goals ranging from \$20,000 to \$400,000 per year; (4) five colleges had established major capital projects with goals ranging from \$200,000 to \$2.1 million; (5) 14 foundations solicited funds through personal contact and direct mail, 7 through personal contact only, 6 undertook phone campaigns, and 4 used all 3 methods; (6) 7 foundations maintained planned giving programs; (7) auctions, endowment challenges, a wine tasting festival, and a summer musical were among the most successful fundraising projects; (8) foundations reported that 50% of donations came from individuals, 16% from businesses, and 14% from corporations; (9) 24 foundations maintained student scholarship programs, and 19 held endowment funds; (10) 18 foundations utilized certificates of deposit while 13 invested in securities; (11) 10 foundations reported total assets in excess of \$1 million; (12) only five of the colleges with foundations reported having alumni associations; and (13) 23 respondents stated that the college president serves on the foundation board. Detailed results by institution, narrative descriptions of each foundation provided by respondents, and a directory of the 25 foundations are included. (PAA)

**ED 349 064** JC 920 454

Mahony, Elizabeth M. Ed. And Others

**Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.**

Saint Louis Community Coll. at Meramec, MO. Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.

Pub Date—30 Jun 92

Note—191p.

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Classroom Research, \*Classroom Techniques, College School Cooperation, Community Colleges, Community Development, Consortia, \*Cooperative Learning, Critical Thinking, Elementary Schools, \*High Risk Students, High Schools, Instructional Innovation, Intercollegiate Cooperation, \*Reading Instruction, \*Teaching Methods, Two Year Colleges, Workshops, \*Writing Instruction

Identifiers—Beacon College Projects, Saint Louis Community College MO

This five-part anthology presents descriptions of 22 classroom projects undertaken by a consortium of Missouri community colleges and elementary and secondary schools, directed by St. Louis Community College. The collection comprises the following articles: "Views of an Elementary Teacher" (Susan Biffignani); "Writing To Learn and Co-operative Learning Go Hand-in-Hand When Teaching an Intro to Computers Class" (Mary E. East); "Directories: Writing To Learn and Reading Strategies in the WordPerfect Classroom" (Dineen Ebert); "Critical Reading, Writing To Learn and Co-operative Learning in the Life Science Course" (Mary Farmer); "Meyers-Briggs and Learning and Writing



Styles" (Barbara Harris and Jan Newhouse); "In-Through-Beyond Content" (Martha Mayne); "The Theme of the Individual and Society: The Puritans to the Scarlet Letter" (Jack Smith); "Beginning at the End" (Linda VanVickle); "Reading Newspapers in Search of Psychology" (Cheryl Hale); "Critical Thinking Activities" (Richard Kalfus); "Directed Reading Guides Yield Creative Assessment Procedures" (Maureen Murphy); "In Class Discussion Promotes Collaborative Learning" (Diane Carson); "Using Active Questioning Techniques To Enhance Lecture/Discussion Classes" (Rosemary Thomas); "Group Process and Primary Source Materials: Collaborative Analysis" (John Bayer); "Cooperative Learning for the Research Paper" (Elvis G. Clark); "Small Groups as Teaching/Learning Communities" (Joseph F. Dunne); "Cause and Effect in American History" (Cliff Downey); "A Collaborative Learning Project in a Math Survey Class" (Toni Garrett); "Teaching Syntax and Semantics through Music" (Aline Greer); "Connecting Students' Experiences to Course Content through Collaborative Learning" (Judith Leach); "Improving Assessment in General Psychology" (Freda Carlson Scroggins); and "The Kellogg-Beacon Project: Support for Changes in Writing Classes and Assessment Procedures" (Barbara Thompson). An index of contributors and institutions, a directory of Associate Colleges and Co-Participating Schools, schedules of project workshops, and a bibliography are attached. (MAB)

ED 349 065

JC 920 455

Chirwood, James P.

#### A Decision-Making Analysis of Fund Raising Options in a Public Community College.

Okaloosa-Walton Community Coll., Niceville, FL.

Pub Date—Nov 90

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alumni, Community Colleges, Corporate Support, \*Decision Making, Educational Finance, \*Fund Raising, Institutional Advancement, Judgment Analysis Technique, Philanthropic Foundations, \*Policy Formation, \*Private Financial Support, Two Year Colleges

Identifiers—Okaloosa Walton Community College FL, \*Optimum Allocation Analysis, Part Whole Percentage Analysis, Policy Analysis

Because financial stability of colleges and universities is threatened by level or decreased funding from all government sources, private resource development looms as a crucial element of community college operations in the next century. In order to determine the optimal private sources to target, Okaloosa-Walton Community College (OWCC), in Niceville, Florida, performed a decision-making analysis of fund raising options. An optimum allocation analysis was undertaken to assess the donor potential of individuals, alumni, corporations, and foundations, using Policy, a multi-criteria decision-making program modeled after the part/whole percentage analysis developed by Nagel (1985 and 1987). Each of the four options was assessed in terms of the following five criteria: (1) capacity of giving; (2) motivation toward giving; (3) frequency of giving; (4) tax incentives; and (5) dependability of the source of revenue. The overall allocation percentage for individuals was highest (36.7%), while corporations were a close second at 30.68%. Alumni and foundations rated 19.27% and 13.33%, respectively. Because the closeness of the allocation percentages for individuals and corporations did not indicate a clear preference, a sensitivity analysis was performed on the two options. Four graphs of the results were prepared to illustrate the allocation outcomes with changes in relationship scores and weights. In comparing the two options, individuals won 54.72% to 45.28% for corporations, indicating that the pursuit of individual donors was the preferred route for raising private funds for OWCC. (MAB)

ED 349 066

JC 920 457

Baratta, Frank

#### Profile of District Transfers to the University of California, California State University, and St. Mary's College.

Contra Costa Community Coll. District, Martinez, CA. Office of District Research.

Pub Date—Aug 92

Note—178p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*College Transfer Students, Community Colleges, Comparative Analysis, Definitions, Higher Education, Longitudinal Studies, Private Colleges, \*Research Problems, \*State Standards, State Universities, \*Student Characteristics, Student Mobility, Tables (Data), Two Year Colleges, \*Two Year College Students

Identifiers—Contra Costa Community College District CA, \*Reverse Transfer Students

The Contra Costa Community College District (CCCCD), in California, conducted a study to determine the type and number of transfer students served by both the CCCCC and by the University of California (UC), the California State University (CSU), or St. Mary's College (SMC) between 1982-83 and 1989-90. The study also assessed the completeness and fairness of CCCCC transfer data contained in reports by the California Postsecondary Education Commission (CPEC). Highlighted findings included the following: (1) during the period examined, 36,576 students were served by both the CCCCC and one of the four-year institutions; (2) of the total, 58.4% (n=21,354) were "traditional" transfer students, i.e., those who first enrolled in the CCCCC and then continued their education at UC (20.4%), CSU (74.8%), or SMC (4.9%); (3) 14% (n=5,120) were "concurrent" transfer students, i.e., those who were enrolled in one of the four-year institutions and within the CCCCC at the same time; (4) 12.9% (n=4,709) were "reverse" transfers, i.e., those who had been enrolled at one of the four-year institutions, and then enrolled within the CCCCC, while 10.8% (n=3,954) were "returning" transfers, those who were enrolled within the CCCCC, transferred to one of the four-year schools, and then transferred back to the CCCCC; (5) the number of minority transfers to UC increased by 120.6%, and to CSU by 55.7%; and (6) the criteria and accounting procedures used by CPEC seriously underestimated the number of students the district helped to make transfer-eligible or assisted in transferring to four-year institutions. The report contains narrative summaries and extensive data tables for the CCCCC and its member colleges (Contra Costa, Diablo Valley, and Los Medanos), UC, CSU, and SMC. (MAB)

ED 349 067

JC 920 458

Clawner, Catherine

Clawner, Jerry

#### Accessing the Senior Citizen Student.

Pub Date—May 92

Note—18p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Community Colleges, Continuing Education, \*Lifelong Learning, \*Middle Aged Adults, \*Older Adults, Questionnaires, School Surveys, \*Student Attitudes, Student Educational Objectives, Student Recruitment, Two Year Colleges, Two Year College Students, Urban Education

Identifiers—\*Cuyahoga Community College OH

A study of the educational potential of senior citizens was conducted at the Eastern Campus of Cuyahoga Community College (CCC), in Ohio. Focusing specifically on whether seniors would benefit from a higher level of involvement and integration into the mainstream of community college programs and activities, the investigation reviewed demographic data, the cognitive functioning of older adults, and the shortcomings of curricula designed exclusively for seniors. In addition, interviews were conducted with 92 older students who were either enrolled for credit or in CCC's "60+ Program," which allows students to audit courses free of charge. Study findings included the following: (1) while seniors comprised 2.2% of all CCC students, they constituted 5.1% of the student body on the Eastern Campus; (2) of those students between 60 to 63 years old who were surveyed, 70% were female, and 50% had attained college and advanced degrees, while most others had taken college courses previously; (3) the majority of respondents took courses in the arts and sciences; (4) most perceived learning as an end in itself; (5) both audit and credit students reported taking all tests and doing all homework; (6) respondents reported that they had not experienced age discrimination from either faculty or students; and (7) the population surveyed resembled younger

part-time students, with the exception that the older students did not have specific educational goals. Marketing recommendations and the survey instrument are included. (MAB)

ED 349 068

JC 920 459

Hyatt, Sue Y.

#### Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College.

Pub Date—May 92

Note—7p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Community Colleges, \*Delivery Systems, \*Distance Education, \*Educational Television, Film Libraries, Participant Satisfaction, Program Descriptions, \*Program Implementation, Public Television, \*Telecourses, Two Year Colleges, Two Year College Students, Videotape Cassettes

Identifiers—\*Chattanooga State Technical Community College TN

Chattanooga State Technical Community College (CSTCC), in Tennessee, offers distance learning courses through Instructional Television Fixed Service (ITFS) broadcast, through broadcasts of a local public television affiliate station, and through video cassette checkout/mailout. By the end of fiscal year 1991-92, over 2,500 students had enrolled in the college's 49 distance learning courses. The majority of them were working adults seeking degrees or specialized training, students planning to transfer to four-year institutions, and homebound students or other shut-ins. Of the distance learning courses, 7 were taught by ITFS, 6 were broadcast over public television, and 36 were delivered through videocassettes. CSTCC's experience suggests that the following factors are crucial to a successful distance education program: involving faculty in program development; training faculty in instructional telecommunications; allowing faculty to practice with live interactive distance teaching; providing faculty with support, released time, and other resources; humanizing outreach to students through the use of letters and phone calls; giving prompt feedback to students; and providing students with special help with problematic assignments. In surveys of CSTCC's distance learners, 89.2% were either satisfied or very satisfied with the course, and between 93% and 98% rated instruction as adequate to excellent. Since 1985, 63.4% of CSTCC's distance learners successfully completed their courses. For the last 2 fiscal years, the college's distance learning program has generated three dollars for every dollar spent. (PAA)

ED 349 069

JC 920 460

Borg, Myra Kitchens

#### Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes.

Sacramento City Coll., CA. Learning Resources Div.

Pub Date—20 May 92

Note—77p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographic Records, Books, Community Colleges, \*Cultural Pluralism, \*Library Collections, \*Minority Groups, \*Multicultural Education, Periodicals, School Libraries, Two Year Colleges

Identifiers—Sacramento City College CA

Designed to serve as a guide for instructors and students who would like to introduce a multicultural perspective into their area of study, this bibliography lists books and periodicals that are part of the library collection at Sacramento City College (SCC) in California. Materials are listed that focus on the contributions, experiences, and challenges of African Americans, Asian Americans, Hispanic Americans, and Native Americans. Bibliographic records are displayed alphabetically by title within the following categories: (1) general reference sources; (2) allied health; (3) behavioral and social sciences; (4) business; (5) humanities and fine arts; (6) languages and literature; (7) learning resources; (8) occupational technology; (9) physical education/health/athletics; (10) science/math/engineering; and (11) journals and magazines. Within behavioral

and social sciences, humanities and fine arts, and languages and literature, subdivisions are provided for each of the four ethnic groups. Each bibliographic record includes the work's title and author, as well as its SCC call number. (MAB)

**ED 349 070** JC 920 461

Artman, Johanne I. Gore, Robert C.  
Meeting Individual Needs Fosters Retention.

Pub Date—May 92

Note—20p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Advising, Academic Persistence, College Programs, Community Colleges, \*Dropout Prevention, Dropout Rate, Educational Counseling, \*School Holding Power, \*Student Attrition, Student Characteristics, \*Student Personnel Services, Tables (Data), Two Year Colleges, Two Year College Students

Identifiers—Del Mar College TX

A 1991 study of non-returning students at Del Mar College (DMC), in Corpus Christi, Texas, revealed that only 37.9% of these students were actual dropouts (i.e., had failed to accomplish their educational goals, and had no plans to take up further study). Retention studies conducted in Texas between 1985 and 1989 have shown that DMC has consistently maintained a retention rate higher than the statewide average. Colleges seeking to improve student retention should focus on registration/advising, student services, and survival skills. In the area of registration, colleges can provide a public relations staff to assist students during this initial period. In addition, students should meet with an advisor by the end of the first semester and complete an Education Plan. An ideal advising system would include an Advising Center, staffed by trained personnel. Students could seek out an advisor when they first enter the college, to change their major, or for personal problems. In the area of student services, providing for student government can give students a feeling of personal involvement in the development of college policies and activities. Also, providing peer tutors, as well as concise information on available campus and community services and resources, can help students address personal needs which might otherwise lead them to dropout. Concerning survival skills (e.g., stress management, critical thinking, and study skills), the college should create special courses and/or videos and other media to help students develop these skills, and policies should be adopted to discourage course dropping. DMC retention data are included. (PAA)

**ED 349 071** JC 920 462

Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92.

State Univ. of New York, Albany. Office of Institutional Research and Planning.

Pub Date—Sep 92

Note—712p.; For the fall 1990 report, see ED 336 129.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF04/PC29 Plus Postage.**

Descriptors—College Students, \*College Transfer Students, Community Colleges, \*Enrollment, \*Enrollment Trends, Higher Education, \*State Universities, Student Mobility, Tables (Data), Two Year Colleges, Two Year College Students

Identifiers—\*Reverse Transfer Students, \*State University of New York

The results of the 22nd annual study of application and enrollment patterns of transfer students within the State University of New York (SUNY) are presented in this report. Data on transfer students moving from two-year colleges to other two-year colleges, from senior institutions to two-year colleges, and from two-year colleges to senior institutions are provided. Following a brief introduction, detailed data tables are presented in the following sections: (1) institutional summary tables, which provide data on headcount enrollments and educational background of transfer students, both systemwide and by individual institution; (2) coordinating area summary tables; (3) distribution of transfer students by location and type of prior institution; (4) students who have transferred from other SUNY institutions; (5) students who have transferred from other New York institutions; (6)

transfer students from outside New York State; (7) transfer trends pertaining to enrollment, associate degree, and institution types; (8) undergraduate admissions tables; and (9) associate degrees granted by SUNY two-year colleges. Report highlights indicate that a total of 32,187 transfer students enrolled in SUNY in fall 1991, an overall decline of 3% from the previous fall. The data also reveal a continuing shift away from senior institutions to two-year colleges, which enrolled 45% of SUNY transfer students in 1991. Appendixes provide a map of state university institutions, a chronology of dates of establishment of SUNY institutions, and a list of SUNY publications. (MAB)

**ED 349 072** JC 920 463

Garcia, Anthony E. Pacheco, John M.  
A Student Outcomes Model for Community Colleges—Measuring Institutional Effectiveness.

Pub Date—Mar 92

Note—19p.; Paper presented to the Annual Meeting of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (Chicago, IL, March 21-24, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Outcomes Assessment, Community Colleges, Educational Mobility, \*Followup Studies, \*Institutional Mission, \*Institutional Research, Models, Organizational Effectiveness, \*Outcomes of Education, Participant Satisfaction, Research Methodology, School Surveys, Two Year Colleges, \*Two Year College Students, Vocational Followup

Identifiers—\*Santa Fe Community College NM

In 1986, Santa Fe Community College (SFCC), in New Mexico, developed the Student Outcomes Model (SOM), an approach to student outcomes assessment which focuses on institutional mission, the college's diverse clientele, and the varied enrollment goals of its students. Through a series of ongoing outcomes studies, the SOM seeks to identify what the college should be teaching, measure the extent to which the college is actually doing so, and collect information to help the college better fulfill its mission. The SOM is viewed as an internally valued activity, rather than an externally imposed process. To maintain consistent faculty and staff support, the data collected are incorporated into faculty performance evaluations. Student outcomes studies at SFCC seek to identify what students have learned, the applicability of the learning to their stated goals at the time of enrollment (e.g., success in transfer, success in job placement, employer satisfaction, etc.), and the students' assessment of the learning experience. Responsibility for conducting the outcomes studies rests with the departments, although research methods and tools are standardized by a special advisory committee. Outcomes assessments conducted by the college include studies examining the correlation between final exams and acquired competencies; licensure exams success rates studies; student opinion surveys; graduate and employer follow-up studies; college transfer rate studies; course success and completion rate studies; and semester withdrawal studies. Information is presented on the content of specific studies; sources of existing data; the relationship between outcomes areas and college mission; and the research methodology. (PAA)

**ED 349 073** JC 920 464

Avena, Cynthia Zelle, Richard  
QUANTA: An Interdisciplinary Learning Community (Four Studies).

Daytona Beach Community Coll., FL.

Pub Date—92

Note—44p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Persistence, College Freshmen, Community Colleges, \*English Instruction, Graduate Surveys, \*Humanities Instruction, Intellectual Development, \*Interdisciplinary Approach, Participant Satisfaction, \*Psychology, Questionnaires, School Holding Power, Student Attitudes, \*Thematic Approach, Two Year Colleges, Two Year College Students, \*Unified Studies Curriculum

Identifiers—Daytona Beach Community College FL

QUANTA is a year-long interdisciplinary program at Daytona Beach Community College (Flor-

ida) that seeks to establish a learning community of students and teachers. Three courses (English, Psychology, and Humanities) are integrated around a common theme each semester of the freshman year, and are taught using a collaborative teaching model. This collection of reports on the QUANTA learning community includes introductory background information and four research studies. The first study report summarizes an assessment of the intellectual development of members of the QUANTA class of 1989-90. The assessment utilized a measure based on Perry's scheme of cognitive development. This report indicates that the mean change in position on the Measure of Intellectual Development for QUANTA students (.20) in one semester was greater than the mean change for a normative sample (.18) after 4 years of college. The second study report provides QUANTA student retention data for fall 1985 (in which 69 students were enrolled) through winter 1991 (in which 67 students were enrolled), revealing that the mean retention rate was 92% for fall, and 94% for winter. The third study report summarizes findings of student evaluations of the QUANTA program from winter 1988 through winter 1992. In addition to providing verbatim responses to open-ended questions, the report presents tables of students' ratings of 10 aspects of the program by year. Finally, the fourth study report presents the findings of a survey of the attitudes of QUANTA alumni (n=55) toward the program. Data tables and survey instruments are included. (MAB)

**ED 349 074** JC 920 465

Head, Ronald B.  
Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Pub Date—Sep 92

Note—96p.; For the 1989-90 report, see ED 337 233.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Achievement, \*College Graduates, College Outcomes Assessment, \*College Transfer Students, Community Colleges, \*Education Work Relationship, Employment Patterns, Graduate Surveys, Job Satisfaction, \*Outcomes of Education, \*Participant Satisfaction, Questionnaires, Student Characteristics, Tables (Data), Two Year Colleges, \*Two Year College Students, Vocational Followup

Identifiers—Piedmont Virginia Community College

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on careers and further education. Findings from the survey of 1990-91 graduates, based on responses from 54.2% of the 240 alumni surveyed, included the following: (1) nearly 40% of respondents were employed full-time in jobs related to their fields of study at PVCC, and most were either very satisfied (29%) or satisfied (57%) with their current jobs; (2) the mean annual salary earned by respondents was \$19,373; (3) females' salaries tended to be higher than males', minorities' higher than whites', and older respondents' higher than younger respondents'; (4) over 90% of respondents felt that PVCC provided excellent (26.8%) or good (68.3%) academic preparation for jobs; (5) almost all respondents felt that they were at least as well prepared as their fellow employees; (6) the most popular fields of study among transfer students were business-related; (7) the average grade point average of students attending a four-year institution was 2.894; (8) the vast majority of transfer students felt that PVCC had provided either excellent (31.4%) or good (57.1%) academic preparation for transfer; and (9) most PVCC graduates attending four-year institutions felt that the quality of instruction and grading practices were comparable at both schools, while PVCC students were less competitive, and PVCC faculty and staff were more friendly than their counterparts at the four-year institution. Extensive data tables, the survey instrument, cover letters, and selected respondent comments are included. (MAB)

**ED 349 075** JC 920 466

Barnett, Lynn, Ed.  
Beacon College Project Directory.

American Association of Community Colleges,

Washington, DC.  
Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—ISBN-0-87117-253-4

Pub Date—92

Note—58p.

Available from—American Association of Community Colleges, Publications, P.O. Box 1737, Salisbury, MD 21802 (non-members: \$12; AACC members: \$10).

Pub Type—Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Programs, Community Colleges, \*Community Development, \*Consortia, Curriculum Development, Directories, Faculty Development, High Risk Students, \*Intercollegiate Cooperation, Nontraditional Education, School Community Relationship, School Holding Power, Two Year Colleges, Two Year College Students

Identifiers—\*Beacon College Projects, Diversity Concept

The American Association of Community Colleges' Beacon College Project (BCP) uses funds from the Kellogg Foundation to award two-year grants to "Beacon" community colleges to form consortia with at least five associate colleges, designed to improve a specific aspect of institutional life. A total of 26 projects, many involving community organizations as well as colleges, have been funded for the classes graduating in 1992, 1993, and 1994, focusing on areas as varied as student retention, diversity, and faculty, curriculum, and workforce development. This directory provides a brief description of each consortia directed by the following Beacon Colleges: American River College, California; Baltimore City Community College, Maryland; Calhoun State Community College, Alabama; Chemeketa Community College, Oregon; College of DuPage, Illinois; Collin County Community College, Texas; Community College of Aurora, Colorado; Front Range Community College, Colorado; Houston Community College, Texas; Kalamazoo Valley Community College, Michigan; Kapiolani Community College, Hawaii; Kentucky Community College System; Lake Michigan College; Maricopa Community College System, Arizona; Massachusetts Bay Community College; Metropolitan Community College, Nebraska; Miami-Dade Community College-South, Florida; Middlesex County College, New Jersey; Midlands Technical College, South Carolina; Oakton Community College, Illinois; Rio Hondo College, California; Rockland Community College, New York; St. Louis Community College at Meramec, Missouri; San Juan College, New Mexico; Santa Fe Community College, Florida; and Sinclair Community College, Ohio. Other relevant data, such as associate college contacts, are included. (MAB)

ED 349 076 JC 920 469

Box, Wilford Winston

The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College.

Pub Date—Aug 92

Note—69p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Administrative Organization, Building Operation, \*Custodian Training, Educational Facilities, Equipment Maintenance, \*Management Systems, Operations Research, Problem Solving, \*School Maintenance, Two Year Colleges

Identifiers—\*Southwest Texas Junior College

A study was conducted of the physical plant maintenance department (PPMD) of Southwest Texas Junior College (SWTJC), in order to determine if the department was structured as a functional organization, if maintenance control procedures were in place, and if efficient management practices were being used. Consultations with the director of the PPMD and the air conditioning heating technician, as well as an examination of department and personnel records, revealed the following: (1) inadequate control measures for conducting maintenance; (2) an absence of a training program for maintenance personnel; (3) unconfirmed alignment of work positions due to lack of an organization structure chart; and (4) insufficient managerial competencies for personnel in supervisory positions. Subsequently, two organizational

charts were created; the first reflected the PPMD's current structure, while the second suggested revisions to the structure designed to improve utilization of human, material, and financial resources. Drawing on a review of the literature, a general maintenance employee training program was developed which included job breakdown sheets, and a key-point checklist. In addition, SWTJC's president established the Long Range Planning Committee for Physical Plant Maintenance and Energy Management to oversee ongoing organizational changes. Appendixes include the training breakdown sheets and checklist, sample employee training record forms, an instructional system model, and list of problem solving techniques for the workplace. (MAB)

ED 349 077

JC 920 472

Dean, Winston

Student Success and Instructor Pass Rates.

Grossmont Coll., El Cajon, Calif.

Pub Date—Apr 91

Note—8p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Academic Standards, \*Algebra, Community Colleges, \*Courses, Difficulty Level, Grading, \*Mathematics Curriculum, Mathematics Instruction, Mathematics Teachers, \*Predictive Validity, Student Placement, Two Year Colleges, Two Year College Students

Identifiers—Grossmont College CA, \*Pass Rates

Over the past 3 years, the Mathematics Department of Grossmont College, in California, has examined the issues of course standards, instructor grading variability, and course placement. In 1990, a study was conducted to determine if the Elementary Algebra instructors with lower pass rates had higher standards, and if their students had a higher probability of passing Intermediate Algebra. The pass rates of 15 Elementary Algebra instructors who had taught at least 200 students each in a total of 142 sections between 1986 and 1989 were analyzed. Of the 5,788 students enrolled in the elementary course during this period, a total of 2,451 had passed it. These students were tracked individually through summer 1990 to ascertain first-try pass rates in the Intermediate Algebra course. Study findings included the following: (1) instructors with lower pass rates did appear to have higher course standards; (2) the lower the instructor's pass rate in Elementary Algebra, the higher their students' probability of passing Intermediate Algebra, though the probability of passing both courses was about the same for entering students of all instructors; and (4) not all students had enrolled in Intermediate Algebra as their next math sequence. Implications for current practice and data tables are provided. (M/PJ)

## PS

ED 349 078

PS 020 113

Musun-Miller, Linda

Children's Birth Order as a Mediator in Responses by Mothers and Siblings.

Pub Date—Apr 91

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Birth Order, \*Children, Interaction Process Analysis, \*Mothers, \*Parent Child Relationship, \*Sex Differences, \*Sibling Relationship, Social Behavior, Sociometric Techniques

Identifiers—Child Behavior

A study explored the extent to which a child's birth order is associated with differential treatment by others. Twenty pairs of siblings between 4 and 9 years of age were observed interacting in a laboratory setting. All were white, middle-class children whose mothers had at least some college education. The children played with and without their mothers present for a total of about 30 minutes. Videotapes of the sessions were coded using one of 21 different behavioral categories during each 10-second interval. In addition, responses of the other family members to the focal child were coded. A series of conditional probability analyses were performed in an effort to determine the extent to which the be-

havior of mothers and siblings varied in response to the behavior of the focal child. Significant changes in responses by siblings and mothers to children's behavior were associated with differences in the child's birth order and gender. Oldest boys and oldest girls are treated differently from other children. (AC)

ED 349 079

PS 020 168

Hulse-Trotter, Katherine Warren, Amye R.

Do Children Believe in Their Own Believability?

Pub Date—91

Note—49p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Age Differences, \*Children, Court Litigation, \*Credibility, \*Expectation, \*Perspective Taking, Reliability, \*Self Concept

Identifiers—Adult Child Relationship, \*Children's Reports

Motivational and cognitive aspects of children's reports of an event to which they were the only "witness" and the prime "suspect" were examined. Subjects were 67 children of 3 to 10 years of age. After a test and play session to assess the children's receptive vocabulary and their understanding of the term "believe," each child was asked to perform a task with a collection of figures constructed from play dough. During a brief period in which the child was left alone, a man entered, broke one of the figures (a snake), and left hurriedly, and left behind some books he had brought with him. In semistructured interviews, questions such as "What happened to the snake?" and "What did you do?" were asked of each child. Other questions assessed the child's perceptions of his or her believability, understanding of the utility of corroborating evidence, and knowledge of legal concepts. The majority of the children accurately reported the way in which the figure was broken. Children's expectations that they would be believed by unfamiliar adults decreased with age. Older children were more likely than younger children to corroborate their stories by describing the man and mentioning his books. Children younger than age 7 had little familiarity with, or understanding of, legal concepts. Adults' perceptions of the credibility of child witnesses, developmental influences on children's perceptions of their credibility, and implications for children's court testimony are discussed. (AC)

ED 349 080

PS 020 172

McCallin, Margaret

International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America.

International Catholic Child Bureau, Geneva (Switzerland).

Pub Date—88

Note—50p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Anxiety, \*Children, Emotional Problems, Family Size, Foreign Countries, Questionnaires, \*Refugees, \*Stress Variables, \*Violence, War

Identifiers—\*Central America, \*Childhood Experiences, Costa Rica, Honduras, Nicaragua, Nicaraguans, Salvadoreans

This pilot study assessed the levels of stress of 90 refugee children aged 7 to 12 years. The countries of origin were El Salvador and Nicaragua; the countries of asylum were Costa Rica, Honduras, and Nicaragua. Parents and teachers assessed each child by means of a questionnaire. Parents completed a second questionnaire which contributed background information about children's experiences. Results indicated a high correlation between teacher and parent assessments. Teachers reported that children exhibited learning problems, and some children exhibited antisocial behavior. Results also indicated that: (1) children exhibited psychosomatic symptoms of stress and a need for reassurance; (2) children who had experienced civil violence had higher levels of stress than children who had not; (3) stress levels increased with family size; (4) some stress-causing factors, such as the experience of civil violence combined with poor living conditions in the country of asylum, had an interactive effect on each other; and (5) children's experience of civil violence over a long period of time had long-term consequences for their development. Nine references are cited. Appendixes include English language versions of the parent and teacher



questionnaires, a list of changes made for the English versions of the questionnaires, the background information questionnaire, and presentations of the statistical data from the study. (BC)

**ED 349 081** PS 020 183

*Crabay, Marcel*

**Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education.**

Pub Date—91

Note—65p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Comparative Analysis, \*Compensatory Education, Day Care, \*Early Intervention, Literature Reviews, Longitudinal Studies, \*Preschool Education, \*Preschool Evaluation, \*Program Effectiveness, Program Evaluation, Research Needs, Research Problems

Identifiers—\*Project Head Start

The methods and findings of studies of the effects and value of preschool education and compensatory education programs, such as Head Start, are reviewed. After introductory comments on ideological controversies and on terminology, section 1 focuses on evaluative studies of the immediate and long-term effects of preschool education and early intervention, and analyzes the studies' contributions and limitations. Section 2 deals with comparative studies of the effects of different preschool curricula on low-income children, reviewing: (1) taxonomies and classificatory models of preschool curricula; (2) Karnes's 1969 study of the differential effects of five programs representing different levels of structure; (3) the Head Start Planned Variation Study, which compared the cognitive, scholastic, and motivational development of children in 12 different programs; (4) the Ypsilanti Preschool Curriculum Development Project, which compared a language training, cognitive, and traditional unit-based curricula; and (5) L. B. Miller's longitudinal study of four preschool programs. Section 3 focuses on studies of the quality of life in preschool settings, including the Oxford Preschool Research Project, the National Day Care Study, and the findings of the National Association for the Education of Young Children concerning the inconsistencies in child care research. Finally, section 4 advocates a move from the process paradigm model of research to an ecological and mediating process paradigm. This section also reviews studies concerning the interaction of home and out-of-home care; the problems, values, and characteristics of caregivers; and the relation between parents' and caregivers' expectations and the official curriculum. A 144-item bibliography is attached. (AC)

**ED 349 082** PS 020 230

*Baker, Nancy A.*

**Strategies for School-Age Child Care in Texas.**

Corporate Child Development Fund for Texas, Austin.

Spons Agency—Texas State Dept. of Community Affairs, Austin.

Pub Date—91

Note—106p.

Available from—Corporate Child Development Fund, Attention: Nancy Baker, 4029 Capital of Texas Hwy. S., Suite 102, Austin, TX 78704-7920 (\$16.75, plus \$3.50 shipping and handling. Texas residents must add \$1.34 sales tax).

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*After School Programs, Budgeting, Child Development, Compliance (Legal), \*Demonstration Programs, Elementary Education, Financial Support, Hearings, Needs Assessment, Parent Participation, Program Descriptions, \*Program Implementation, \*School Age Day Care, School Personnel, State Federal Aid, \*State Legislation

Identifiers—State Regulation, \*Texas

This manual was designed to assist Texas school districts in their efforts to implement Senate Bill (SB) 913 and to serve as a guide for organizing child care programs in the schools. Chapter 1 provides a summary of SB 913, a bill that requires school districts with more than 5,000 students to hold annual public hearings on out-of-school care for children in prekindergarten through 7th grade. The bill also provides funding for child care programs. Chapter 2 offers guidelines on conducting needs assessments and public hearings. Chapter 3 compares advantages of school-operated programs and those oper-

ated by outside groups, and lists the provisions to be covered in agreements between school districts and outside groups. Guidance on mobilizing community resources and setting up a new organization is provided. Chapters 4 through 6 focus on budgeting income and expenses, obtaining outside funding, and legal issues. Chapter 7 looks at the child care program, covering objectives, interest centers and other activities, the physical environment, grouping, scheduling, materials and supplies, food, and accreditation. Chapter 8 reviews developmental characteristics and needs of 4- to 12-year-olds. A section on special needs children is included. Chapter 9 discusses personnel and staffing issues and chapter 10 reviews ways of ensuring parent involvement. Finally, chapter 11 describes model programs illustrating a variety of approaches to school-age child care. A 44-item bibliography, a list of resources, and additional information on SB 913 are appended. (AC)

**ED 349 083** PS 020 320

*Goffin, Stacie G., Ed. Stegelin, Dolores A., Ed.*

**Changing Kindergartens: Four Success Stories.**

National Association for the Education of Young Children, Washington, D.C.

Report No.—ISBN-0-935989-49-8

Pub Date—92

Note—130p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication No. 338, \$6 plus \$1.75 shipping. Discount on quantity orders).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Administrator Role, \*Change Agents, Child Development, \*Educational Change, \*Educational Philosophy, \*Educational Practices, Elementary School Teachers, \*Kindergarten, Parent Participation, Primary Education, Principals, \*Program Development, Student Centered Curriculum, Superintendents, Teacher Role

Identifiers—\*Developmentally Appropriate Programs

This document relates the experiences of individuals who have embraced the concept of developmentally appropriate practice in kindergarten and made the effort to translate their understandings into practice in public school settings. The book's primary authors are a kindergarten teacher, an elementary school principal, a school superintendent, and parents of kindergarten children. Their stories record the complicated process of moving from a comfortable, traditional perspective on working with 5-year-old children to an approach that demands reflection, complex implementation, and political negotiation. The book's chapters are: (1) "Kindergarten Education: Current Policy and Practice," by Dolores A. Stegelin; (2) "Changing Kindergartens: Teachers as Change Agents," by Emily L. Murawski; (3) "Coming To Know: A Principal's Story," by Nancy J. Mooney; (4) "Developing Appropriate Practices in the Kindergarten: A District-Level Perspective," by Larry May; (5) "Parent Power: The Developmental Classroom Project," by Linnea Anderson and the Parent Support Group for the Developmental Classroom; and (6) "Challenging the Status Quo: Serving as Critical Change Agents," by Stacie G. Goffin. Each chapter concludes with a list of suggested readings for the targeted audience (for example, teachers, principals, superintendents), and the book as a whole offers a list of further readings about teacher experiences, the change process, and advocating for continued change. Information about the National Association for the Education of Young Children is also included. (AC)

**ED 349 084** PS 020 494

*Butterworth, George*

**Towards an Ecology of Mind.**

Pub Date—Sep 91

Note—13p.; Paper presented at the Annual Meeting of the British Psychological Society (Cambridge, England, United Kingdom, September 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Foreign Countries, \*Infants, Mothers, \*Object Permanence

Identifiers—False Beliefs, False Belief Tasks, Psychological Theories, \*Visual Attention

A theoretical position that mind is not separate from the ways in which it is evidenced through the

body is in contrast with an assumption made in the literature on children's theory of mind that maintains that mental states can only be demonstrated independently of their behavioral context. This assumption is tested by the false belief criterion, which supposedly studies mental motives, and which closely resembles some of Piaget's tests of object permanence. In an effort to test infants' understanding of others' minds, a series of studies of babies' comprehension and production of referential behaviors was carried out. Results suggested that three mechanisms underlie mothers' and infants' joint visual attention. The ecological mechanism involves the infant's ability to understand the mother's orienting behaviors; the geometric mechanism involves the infant's ability to pick out the direction and location of an object referred to by the mother; and the representational mechanism, which is evident after 18 months of age, involves infants' attempts to look in hidden locations. These results suggested that mechanisms of attention and perception in infancy presuppose object permanence. A list of 12 references is provided. (BC)

**ED 349 085** PS 020 534

*Clay, William L.*

**Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991).**

Pub Date—25 Oct 91

Note—13p.

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Black Community, Black Family, \*Blacks, \*Black Youth, Family Problems, \*Government Role, Mass Media, \*Political Issues, \*Racial Discrimination, Values

Identifiers—Self Reliance

This speech by a black congressman from Missouri concerns the context in which general questions about black children must be answered. These questions include: (1) How can service providers, institutions, and government entities implement a vision for the future of black children? and (2) How can organizations that serve black children ensure that all black children receive basic support? It is suggested that: (1) the media pay too much attention to the problems black families face and too little to their heroic struggles to deal with these problems; (2) blacks must begin to define and refine the issues in their communities; (3) blacks should reestablish some of the basic values held by their parents and grandparents; (4) it is not hard work and self-reliance alone, but those qualities in combination with direct government assistance, that is required to improve the lot of individuals and it was government action not simply individual effort, that helped build up the white middle class after World War II; and (5) it was racist government policies and racist custom that have handicapped blacks and kept them from their place in the sun. The American society's contradictions and lack of logic concerning political issues are stressed. These contradictory and illogical attitudes color the actions of government, and the actions and beliefs of individuals, both black and white. (BC)

**ED 349 086** PS 020 562

*Moore, William P.*

**The Faxon Montessori Magnet Elementary**

**School, 1990-1991. Summative Evaluation.**

Kansas City School District, Mo.

Pub Date—Aug 91

Note—60p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Elementary School Students, \*Enrollment, Language Skills, Learning Activities, Magnet Schools, Mathematics Achievement, \*Montessori Method, \*Parent Attitudes, Preschool Children, Preschool Education, Primary Education, \*Program Evaluation, Racial Composition, Reading Achievement, Student Attitudes, \*Teacher Attitudes, Teacher Student Relationship

Identifiers—Kansas City Public Schools MO

This report documents the progress made by the Faxon Montessori Magnet School in Kansas City, Missouri, during the three years of its implementation of the Montessori philosophy. During the 1990-91 school year, the school served children from three years of age through third grade. School enrollment information was analyzed and data were obtained from classroom observation; from parent, teacher, and student questionnaires; and from achievement tests. Analysis of enrollment informa-

tion revealed that: (1) enrollment was at 93 percent of capacity; (2) enrollments varied by grade level; and (3) minority students comprised 61 percent of the student population. Classroom observation indicated that students were engaged in independent learning activities and activities that enhanced motor skills. Teacher-initiated management was minimal. Results from the questionnaires indicated that program participants were satisfied with most aspects of the program. However, teachers were dissatisfied with the amount of administrative support they received. Achievement scores of kindergarten, first-grade, and second-grade students on the reading, math, and language subtests of the Iowa Tests of Basic Skills were above district and national norms. Third graders scored above district, and below national, norms on the Missouri Mastery and Achievement Tests. Thirteen data tables and seven figures are included, and an appendix presents a description of the goals and activities of the Faxon Montessori extended day program. (BC)

ED 349 087

PS 020 590

Boenen, Nancy R.

**Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report.**  
Wake County Public School System, Raleigh, N.C.  
Report No.—E&R-92.05  
Pub Date—Apr 92

Note—31p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Early Intervention, \*Elementary School Students, Followup Studies, Grade Repetition, Kindergarten, Longitudinal Studies, Primary Education, \*Program Effectiveness, \*Program Evaluation, Special Education, \*Student Needs

Identifiers—\*Early Prevention of School Failure, \*Wake County Public School System NC

Early Prevention of School Failure (EPSF) is a program designed to prevent children from failing academically. The program, which was introduced in the Wake County, North Carolina Public School System in 1986, identifies the developmental level of each participating kindergarten and recommends strategies to address each kindergarten's needs and strengths. Program evaluations included a short-term follow-up study in the 1986-87 school year and a long-term follow-up study through the 1991-92 school year. Results from the short-term study indicated that: (1) a total of 66 percent of kindergartners in the EPSF program showed gains of over 1 month of age per month of instruction in the age equivalency measures of the Peabody Picture Vocabulary Test (PPVT); and (2) a total of 21 percent of students who entered kindergarten with PPVT scores below grade level ended the year with scores at grade level. Results from the long-term study indicated that EPSF students did not show any gains over other students in retention rates, special education placements, or California Achievement Test scores. The EPSF kindergartners did not have lower special education placement rates than other students by grade 4. Those EPSF kindergartners who were identified as having considerable needs had a special education placement rate similar to that of other EPSF students by grade 4. (BC)

ED 349 088

PS 020 596

Becker, Patricia T. And Others

**Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.**  
Pub Date—May 92

Note—20p.; Paper presented at the Meeting of the International Society of Infant Studies (Miami, FL, May 1992). Research supported by the Meriter Medical Surgical Foundation, the Meriter Hospital Auxiliary, the University of Wisconsin-Madison School of Nursing, and the Wisconsin Perinatal Foundation.  
Available from—Dr. Patricia Becker, Center for Health Sciences, 600 Highland Ave., Madison, WI 53792.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Development, \*Birth Weight, Motor Development, \*Neonates, \*Nurses, Nursing Research, \*Perinatal Influences, Physical Development, \*Premature Infants, Sleep, \*Stress Variables

Identifiers—\*Intensive Care Nursing, Morbidity  
This study examined the effect of a modification of nursing care on stressors associated with care

procedures for low birth weight infants in a neonatal intensive care unit (NICU); and on infants' physiological, motor, and behavioral development. The nursing staff of an NICU received training to reduce environmental and procedural stress, support motor development, and support organization of infants' patterns of sleep and wakefulness. A control group of 21 infants who weighed less than 1,501 grams at birth was cared for before the training, and an experimental group of 24 similar weight infants was cared for after the training. The range of infants' gestational ages at birth was 26 to 33 weeks, and at discharge from the hospital, 33 to 56 weeks. The study data are presented for 30, 32, and 34 weeks. Results indicated that blood oxygen levels at 30 and 34 weeks were higher for experimental than control infants. Experimental infants exhibited less jerky movement at 30 and 32 weeks, and more flexor movement at all ages, than did control infants. Experimental infants spent more time in the alert wakeful state at 34 weeks than did control infants. A list of 42 references is provided. (BC)

ED 349 089

PS 020 615

Sewer, Margaret

**The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.**  
Kansas City School District, Mo.  
Pub Date—Aug 91

Note—28p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Basic Skills, Elementary Education, Enrichment Activities, Enrollment Trends, \*Extended School Day, \*Parent Attitudes, \*Program Effectiveness, Program Evaluation, School Age Day Care, School Desegregation, Scores, Supplementary Education, \*Teacher Attitudes

Identifiers—\*Kansas City Public Schools MO

The Extended Day Program (EDP) (previously known as the Before and After School Program) was first implemented at elementary schools in the Kansas City, Missouri School District in 1985-86. The EDP seeks to provide a place for children of working parents to stay before and after school and to give students the opportunity to engage in academic activities in addition to those they undertake in school. Another EDP goal, as detailed in court orders, is to foster the district's recruitment of non-minority students. In 1991, a summative evaluation of the EDP was conducted, focusing on the six schools involved in the program in 1990-91. The evaluation covered: (1) enrollment and racial breakdowns for program participants; (2) a comparison of EDP participants with the schools' populations as a whole; (3) program implementation methods; (4) Iowa Tests of Basic Skills (ITBS) scores of participating and nonparticipating students; and (5) staff and parent perceptions of the program. EDP enrollment tended to mirror the proportion of minority to nonminority students, averaging 60% minority and 40% nonminority at all grade levels and schools. Site visits revealed great similarities in implementation, with all programs offering a mix of academic and enrichment activities. On the ITBS, EDP students scored above the national norm and above nonparticipating students at all grade levels. Both teachers and parents had generally high levels of satisfaction with the program. (AC)

ED 349 090

PS 020 619

Planning/Evaluation Report for 1990-91: New Horizons Program.

Des Moines Public Schools, Iowa.

Pub Date—Sep 91

Note—62p.

Available from—Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, IA 50309-3399 (Copy of complete report is available).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attendance Patterns, Budgets, \*Dropout Prevention, Economically Disadvantaged, \*Educational Counseling, Financial Support, \*High Risk Students, High School Students, Intermediate Grades, Middle Schools, Mission Statements, Potential Dropouts, Program Costs, Program Descriptions, Program Effectiveness, \*Program Evaluation, Secondary Education, \*Work Experience

Identifiers—Des Moines Public Schools IA, \*New Horizons Program IA  
The Des Moines Public Schools' New Horizons

Program provides supportive services such as counseling, attendance monitoring, career-related instruction, and work experience to dropout-prone high school students and their families in order to improve students' school achievement and increase their graduation rate. Program services make it possible for students with low academic interest who are economically disadvantaged to attend consistently and stay in school. Work experience helps students see the connection between what they are asked to learn in school and the applications of that knowledge in the world of work. Program funding comes from a variety of sources, with 45% of the 1990 budget derived from sources outside the district. Most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public School students. The program evaluation included in this document contains: (1) district and New Horizon Program mission statements; (2) a context evaluation focusing on policies, standards, regulations, program content, enrollment, student needs addressed by the program, goals, improvements in program effectiveness, and the use of committees; (3) an input evaluation including information on the program budget, sources of revenue, expenditures, and community resources; (4) a process evaluation containing goals and information on staff development efforts and management systems; (5) a product evaluation presenting data on outcomes; and (6) a section on future plans. (AC)

ED 349 091

PS 020 621

DeBord, Karen And Others

Training Needs of Family Child Care Providers: Seeking Alternatives.

Pub Date—[90]

Note—11p.; Study was conducted as part of a grant funded by the Virginia Association for Adult and Continuing Education.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Child Caregivers, Early Childhood Education, \*Educational Needs, \*Family Day Care, Job Training, Needs Assessment, State Surveys

Identifiers—\*Virginia

Licensed and unlicensed providers of child care in Virginia were asked about their training needs. Responses revealed that providers have little time for themselves and their families, and therefore, innovative training methods must be planned to deliver programs that will fit into their lifestyles. It was also found that new providers needed an initial understanding of the business aspects of family child care, and knowledge of children's needs, first aid, and cardiopulmonary resuscitation. More experienced providers needed updates on topics such as taxes, parent communication, solutions for problems, and networking. When providers initially began caring for children, they relied on their own parenting experiences, experience with babysitting, and work in church and youth programs. A total of 82 percent of these providers indicated that they wanted or needed additional training in child care and development. However, 67 percent indicated that they could not take part in such training, citing "no time to attend" as their primary reason. Although providers received their information about child care from written materials from community agencies and magazines, their first preferences for receiving information were by videotape and short-term workshops. Providers' most urgent needs were for "respect, support, and appreciation" from the community. (AC)

ED 349 092

PS 020 625

Fiene, Richard

Measuring Child Care Quality.

Pub Date—Jun 92

Note—16p.; Paper presented at the International Conference on Child Day Care Health: Science, Prevention and Practice (Atlanta, GA, June 15-17, 1992).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Welfare, Data Collection, \*Day Care, Definitions, Early Childhood Education, \*Educational Quality, Educational Research, \*Evaluation Criteria, \*Family Influence, Foreign Countries, Literature Reviews, \*Program Evaluation

Child care quality is not a single dimension, but rather a multidimensional characteristic of programs that support the family in its child-rearing

role and programs in which children thrive developmentally, socially, cognitively, physically, and emotionally. At the regulatory and accreditation level, approaches to quality focus on group size, adult-child ratios, and caregiver training and experience. Research has identified several other indices of quality child care that predict developmental and health outcomes, for example, the degree to which children are properly immunized or handwashing routines are followed. In a multidimensional approach to measuring quality, it is appropriate that providers, staff, and parents engage in self-assessment as a monitoring tool. However, the best means for collecting data is probably through observation followed by record reviews. Family influence may have a confounding effect on the measurement of the quality of child care. Research from an international perspective shows that programs with a high global assessment of quality care are associated with children who have greater social competence, higher levels of language development, higher developmental levels of play, better ability to regulate their behavior, and greater compliance with adults' wishes. Global assessment of quality is measured using a combination of discrete characteristics or a global rating scale such as the Infant-Toddler Environment Rating Scale. Research in several countries indicates that training in early childhood education is a crucial factor in quality caregiving. (AC)

ED 349 093 PS 020 646

*Liu, Joseph Tang-Yau Rosenbaum, Sara*  
**Medicaid and Childhood Immunizations: A National Study.**  
 Children's Defense Fund, Washington, D.C.  
 Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date—Jan 92

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Health, \*Fees, Health Care Costs, \*Immunization Programs, National Surveys, Physicians, \*Public Health, \*State Programs  
 Identifiers—Childhood Illnesses, \*Medicaid, Polio Vaccines, \*Reimbursement Programs, Vaccines

In recent years, falling immunization rates in the United States have resulted in an increased number of cases of preventable diseases. For example, the United States ranks behind 16 other nations in proportion of infants immunized against polio. Reasons for the decline of immunizations include skyrocketing vaccine costs, rising poverty rates, inadequate access to health care, and underfunding of public health programs. This document reports the results of a national survey of Medicaid programs conducted in 1991. Results indicated that states typically reimburse Medicaid providers for 53 percent of the usual fees for diphtheria, tetanus, and pertussis vaccine, 67 percent for polio vaccine, 72 percent for measles, mumps, and rubella vaccine, and 84 percent for meningitis vaccine. Of the 30 states that use a fee-for-service system, only one pays providers more than 85 percent of usual fees for the four vaccinations. Some states reimburse physicians for immunization services at a rate less than the cost of the vaccine, and some do not reimburse physicians for treating children in follow-up visits. It is recommended that states: (1) reduce vaccine costs by purchasing bulk vaccines from the Centers for Disease Control; (2) implement universal vaccine distribution systems; and (3) provide adequate reimbursement to Medicaid providers. (BC)

ED 349 094 PS 020 649

*Barnhart, Jo Anne B.*  
**Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992).**

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—20 Feb 92

Note—13p.; Paper presented to the National Association of Child Care Resource and Referral Agencies Conference, "Breaking Through: New Frontiers for Child Care" (Washington, DC, February 20, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Agency Role, Block Grants, \*Community Information Services, \*Day Care, Decision Making, Early Childhood Education,

\*Federal Government, Government Role, Parents, \*Public Agencies, Referral, Social Agencies, Welfare Services

Identifiers—\*Administration for Children and Families

One of the goals of the America 2000 initiative is that by the year 2000, all children in the United States will start school ready to learn. Child care will play a major role in the achievement of this goal due to the fact that nearly half of all preschool children spend a significant portion of time in child care settings outside of the home. Diversity in child care settings is important, because the needs of families rarely fit neatly within the boundaries of any one program. Resource and referral agencies play a vital role in helping parents make informed choices from their many options. Responsibility for most child care programs in the Department of Health and Human Services rests with the Administration for Children and Families (ACF). ACF is directly responsible for: (1) child care assistance associated with job opportunities and basic skills training; (2) transitional child care for Aid to Families with Dependent Children recipients; (3) care that supports low-income working parents for at-risk children; (4) the Child Care and Development Block Grant; (5) social services block grants; (6) child welfare services that support state child care programs; (7) dependent care planning and development programs; and (8) Head Start. Through such programs, ACF helps families afford child care; helps increase the availability of child care; sets standards to ensure the health and safety of children in child care settings; and helps families make informed choices through consumer information and resource and referral efforts. (AC)

ED 349 095 PS 020 651

*Crites, Martha And Others*

**The Agelink Project Replication Manual: An Intergenerational School-Age Child-Care Program.**

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—90

Note—151p.

Available from—Human Resources Division, Center for Improving Mountain Living, Western Carolina University, Cullowhee, NC 28723 (free).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*After School Programs, Elementary Education, Elementary School Students, \*Intergenerational Programs, Older Adults, Program Descriptions, Program Evaluation, Program Implementation, \*School Age Day Care, Volunteers, \*Volunteer Training

Identifiers—\*AgeLink Project NC, North Carolina (West), Training Materials

Chapter 1 of this document introduces AgeLink, a 5-year model intergenerational child care project for school-age children. The project implemented after-school services that linked children with volunteer older adults in 17 western North Carolina counties. Ten sites participated in the project between 1984 and 1989, and 11 sites currently have children enrolled in the program. The report consists of five chapters. Chapter 1 provides an introduction and overview of the project. Chapter 2 lists activities necessary to the implementation of an AgeLink program. These include conducting a needs assessment, developing a budget, forming an advisory committee, formulating policies and fees, and publicizing the program. The recruitment, screening, training, support, and management of volunteers is considered in Chapter 3. Chapter 4 offers guidelines to AgeLink trainers for training project volunteers. A training manual that can be used in a two-session training program is provided. Chapter 5 discusses evaluation of the project. Appendices include: (1) suggested projects, games, and songs to be used by volunteers and children; (2) a list of household items that can be used by children; (3) a list of children's books about intergenerational relationships; (4) the results of a statistical analysis of the AgeLink program; and (5) a description of an intergenerational after-school program for young adolescents. (BC)

ED 349 096 PS 020 653

*Freedman-Doan, Carol And Others*

**Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Mar 92

Contract—HD-17296; HD-17553

Note—29p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (4th, Washington, DC, March 19-22, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adolescent Development, \*Adolescents, Family Environment, Family Life, \*Parent Child Relationship, \*Parent Influence, \*Parents, \*Sex Differences

Identifiers—\*Parent Expectations, Puberty, Relationship Change Research, Relationship Quality

A total of 137 mothers and 76 fathers of sixth graders rated their relationship with their child in terms of closeness or conflict. Parents also provided data concerning their expectations for their child's changes over the next 2 years, and the degree to which they influenced their child's behavior and would influence it when the child became an adolescent. Mothers rated the amount of pubertal change they believed their child had already experienced. Results indicated that parents thought their daughters would become more emotional during adolescence than their sons. Mothers thought they would have more influence over their children's peer associations than did fathers. Fathers of boys expected their relationship with their children to become more positive over time. Parents of opposite-sex children were more concerned that their children would increase their degree of separation from the family during adolescence than were parents of same-sex children. Parents expected to have less influence over their children in the future than they did at the time of the survey. Children's pubertal status as reported by mothers was related to mothers' worries about, and perception of conflict with, their children. Mothers reported the pubertal development of their daughters as being greater than that of their sons. A copy of the rating measures is appended, and a 14-item bibliography is provided. (BC)

ED 349 097 PS 020 654

*Rosenbaum, Sara And Others*

**Children and Health Insurance. Special Report.**

Children's Defense Fund, Washington, D.C.

Pub Date—Jan 92

Note—47p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Health, Children, \*Employed Parents, \*Family Income, Health Care Costs, \*Health Insurance, Minority Group Children, National Surveys, \*Public Health, Racial Differences

Identifiers—\*Employer Based Health Insurance, \*Medicaid, National Health Insurance

This report examines the place of children in the employment-based health insurance system. The report, which uses data from three national studies conducted by the Federal Government between 1977 and 1990, estimates the number of children who are uninsured or underinsured and examines the decline of children's private insurance coverage between the late 1970s and late 1980s. The first section of the report discusses racial and ethnic characteristics of children without employer-based insurance, insurance coverage among children living in families, and the role of Medicaid. The second section reviews insurance coverage among minority children, and trends in insurance coverage of children in terms of family income level, parents' employment status, and place of residence. Tables presenting data relevant to these topics are provided. It is concluded that a national health program that assures access to health care for all children is needed. A national health plan should have three components: (1) access to health insurance for all families; (2) funding for the development of health services in areas suffering from a shortage of primary health care; and (3) the maintenance of a basic public health infrastructure. Technical notes concerning the three studies upon which the report is based are appended. (BC)

ED 349 098 PS 020 657

*Sievens, Robert J. Slavin, Robert E.*

**The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations.**

Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC; Office of Special Education and Rehabilitative Services



(ED), Washington, DC.

Pub Date—Feb 92

Contract—G008730141-89; GR117R90002

Note—33p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Tests, Comparative Analysis, Conventional Instruction, \*Cooperative Learning, Educationally Disadvantaged, Elementary Education, Elementary School Students, Language Skills, \*Mainstreaming, Mathematics Skills, Models, \*Program Effectiveness, Reading Skills, Scores  
Identifiers—Cooperative Elementary Schools

The Cooperative Elementary School (CES) model involves the use of cooperative learning across a variety of content areas and full-scale mainstreaming of academically handicapped students. Teachers use peer coaching and plan in a cooperative manner. The model emphasizes teacher involvement in site-based management and parent involvement in the schools. A 2-year study of the CES model was conducted at five elementary schools in a suburban Maryland school district, including two experimental schools that had been restructured according to the CES model and three control schools that used traditional methods and curriculum. Subjects were 1,112 students in second through sixth grade. California Achievement Test scores for reading, language, and mathematics for classes in the five schools were analyzed. Results indicated that students in the experimental schools had significantly higher achievement than students in the control schools in reading vocabulary, reading comprehension, language expression, and math computation. Academically handicapped students in the CES had significantly higher achievement in reading vocabulary and comprehension, language expression, math computation, and math application. Handicapped students in the CES experienced greater social acceptance by nonhandicapped peers than did handicapped students in traditional schools with pull-out remedial programs. There were also better overall social relations in the CES. (AC)

ED 349 099

PS 020 664

Newman, Sally M. And Others

Guidelines for the Productive Employment of Older Adults in Child Care

Pittsburgh Univ., PA. Center for Social and Urban Research.

Spons Agency—Florence V. Burden Foundation, New York, N.Y.

Pub Date—Nov 91

Note—38p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Development, Career Development, \*Day Care, Early Childhood Education, Employer Employee Relationship, \*Employment Opportunities, \*Employment Practices, Guidelines, \*Intergenerational Programs, Job Training, \*Middle Aged Adults, \*Older Adults, Work Environment

Identifiers—Employer Role

This publication offers guidelines that policymakers, advocates of children and older adults, and child care practitioners can use to provide older adults with opportunities to work in the child care field. Guidelines that address developmental issues relating to older adults concern employers' sensitivity to older adults and staffing patterns in child care programs that restore missing elements in children's lives. Guidelines that apply to preemployment activities concern recruitment, preemployment training, and the screening and hiring of older adults. Guidelines for training relate to provision of training appropriate to applicants' level of knowledge and skill, certification, training content, orientation, and in-service training. Guidelines that address working conditions concern: (1) compensation and benefits; (2) provision of a healthy, safe, and comfortable working environment; (3) ongoing supervision; and (4) clearly defined personnel policies. Guidelines that apply to career advancement relate to workers' opportunities to enter a career ladder, the assignment of meaningful tasks, and the employer's role in relation to workers. (BC)

ED 349 100

PS 020 675

The Little Things Make a Big Difference: How To Help Your Children Succeed in School.

National Association of Elementary School Principals, Alexandria, VA.; World Book Educational Products, Elk Grove Village, IL.

Pub Date—[91]

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Elementary Education, \*Elementary School Students, \*Family Environment, Family Role, \*Family School Relationship, Language Acquisition, \*Learning Activities, Parents as Teachers, \*Parent Student Relationship, Self Esteem

Identifiers—Parent Expectations, Work Habits

A recent survey of nearly 10,000 elementary and middle-school principals confirmed that home activities can have a dramatic impact on how well children do in school. This booklet describes ways for parents to apply the survey findings in the home. The booklet offers tips for supporting children's learning and development and for undertaking family activities that can help children succeed in school. The tips and activities relate to the family's: (1) reinforcement of children's self-esteem; (2) work habits; (3) support of academics; (4) participation in stimulating activities; (5) emphasis on language development; and (6) expectations for children's academic performance. (BC)

ED 349 101

PS 020 692

Pederson, David R. And Others

Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures.

Spons Agency—Ontario Mental Health Foundation, Toronto

Pub Date—May 92

Note—13p.; Poster presented at the Annual Meeting of the International Conference on Infant Studies (Miami Beach, FL, May 7-10, 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attachment Behavior, Foreign Countries, Home Visits, \*Infants, Longitudinal Studies, \*Mothers, \*Parent Child Relationship, \*Premature Infants, \*Security (Psychology)

Identifiers—Ainsworth Strange Situation Procedure, Maternal Responsiveness, \*Maternal Sensitivity

In Ontario, mothers and their preterm or full-term infants were observed at home when the infants were 8 and 12 months of age. At each visit, the Bayley Scales of Infant Development were administered, and after each visit, observers completed the Maternal Behavior Q-Sort and Ainsworth ratings of maternal sensitivity. Maternal sensitivity and infant attachment security scores were derived from these measures. When the infants were 18 months old, mothers and infants were videotaped in the Ainsworth strange situation procedure. Results indicated that maternal sensitivity scores from the home visit at 8 months correlated with infant attachment security scores from the visit at 12 months. Sensitivity scores from the visit at 12 months correlated with security scores from the Maternal Behavior Q-Sort. Ainsworth ratings were correlated with Q-Sort measures of maternal sensitivity. There were no significant differences between dyads with preterm and full-term infants in maternal sensitivity or infant attachment security at the 12-month visit. Nor were there differences in attachment classifications in the strange situation procedure at 18 months. (BC)

ED 349 102

PS 020 698

Ramey, Craig T. Ramey, Sharon Landesman

At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.

Alabama Univ., Birmingham. Civitan International Research Center.; Institute for Educational Leadership, Washington, D.C.; National Commission To Prevent Infant Mortality, Washington, DC.; National Health Education Consortium, Washington, DC.

Spons Agency—Prudential Foundation, Newark, N.J.

Pub Date—Jun 92

Note—26p.

Available from—National Commission to Prevent Infant Mortality, 330 C Street, SW, Switzer Building, Room 2014, Washington, DC 20201 (55).

Pub Type—Reports - Descriptive (141)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*At Risk Persons, Birth Weight, \*Children, Cognitive Development, Early Child-

hood Education, \*Early Intervention, \*Intelligence Quotient, Longitudinal Studies, \*Mental Retardation, Premature Infants, Preschool Education, \*Program Descriptions, School Readiness Identifiers—Carolina Abecedarian Project NC, Project CARE

Three early educational intervention programs designed to prevent mental retardation and to improve school readiness are profiled. The Abecedarian Project was begun as an experiment to test whether mental retardation, allegedly caused by inadequate environments, could be prevented by providing intensive preschool programs to children from birth to entrance into kindergarten. Project CARE compared home-based and center-based early intervention. The Infant Health and Development Program was built upon the intervention techniques of the other two programs, but included infants who were born prematurely and at low birth weight. Results from all three programs indicated that children who received center-based intervention had higher IQ scores at 3 years of age than control group children. Children who received the early intervention in the Abecedarian Project continued to exhibit higher IQ scores than control group children at age 12. Suggested practices for improving disadvantaged children's everyday lives include: (1) encouraging exploration; (2) mentoring basic skills; (3) reinforcing developmental advances; (4) rehearsing new skills; (5) avoiding inappropriate disapproval, teasing, and punishment; and (6) providing a responsive language environment. A 16-item reference list is provided. Appended materials include policy recommendations of the National Health/Education Consortium (NHEC); a description of the NHEC; and a list of NHEC members. (BC)

ED 349 103

PS 020 715

The Stride Rite Intergenerational Day Care Center: Background.

Stride Rite Corp., Cambridge, MA.

Pub Date—[91]

Note—43p.; Photoreduced print in portions of materials will affect legibility.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Cooperative Programs, \*Employer Supported Day Care, \*Intergenerational Programs, Program Descriptions, Program Development, School Business Relationship

Identifiers—\*Elder Care, \*Stride Rite Intergenerational Day Care Center MA

The Stride Rite Intergenerational Day Care Center is located in the Stride Rite Corporation's headquarters in Cambridge, Massachusetts. The facility is designed to provide day care to both children and elders, using two separate wings to afford privacy to each group and a large central area for informal interaction between children and elders. The program was developed to meet the physical, social, and intellectual needs of children and elders through a carefully planned and supervised curriculum. Activities for the children and elders, separately and together, include reading and writing stories, playing table games, celebrating holidays and birthdays, cooking and eating, enjoying arts and crafts, and going on field trips. The center operates through a public-private collaboration involving the Stride Rite Corporation; Somerville-Cambridge Elder Services, which provides the expertise in screening and referral of elderly clients, curriculum development, and training; and Wheelock College, which provides the academic framework to support the program's research and curriculum development components. This collection of materials on the center and its plans for development includes: (1) a program overview; (2) a booklet relating the Stride Rite Corporation's child care experience; (3) a profile of Stride Rite from an article; (4) three newspaper articles on the intergenerational program; and (5) a brochure on the Center's Elder Program. (AC)

ED 349 104

PS 020 725

Seawell, Jane R. Ross, Geraldine A.

Relationships between a Prekindergarten Intervention Program and School Success.

Pub Date—Apr 92

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Comparative Analysis, \*Early Intervention, Followup Studies, Grade 1, Kindergarten, Language Skills, Longitudinal Studies, \*Outcomes of Education, Parent Participation, \*Preschool Education, Primary Education, Program Effectiveness, Special Education, Student Behavior

**Identifiers**—\*Charlotte Mecklenburg Public Schools NC, \*Education Consolidation Improvement Act Chapter 1

The purpose of this study of the Charlotte-Mecklenburg Chapter 1 Preschool Program was to document the program's effects and to make a start at determining whether the program prevents later school problems. It was hypothesized: (1) that former preschool program members would have significantly better language development than eligible students who did not participate in the program; and (2) that participating students would do better than children who had no preschool experience in the areas of grade retention, special education referrals, behavior ratings, and parent participation. Data were acquired from three sources: (1) individual testing of the students; (2) teacher ratings of the students; and (3) school records. Information about students' classroom behavior was obtained by means of the Devereux Elementary School Behavior Rating Scale II. Teachers were asked to provide information regarding parent participation in the child's school life. The subjects were 1,232 kindergarten and first grade students from 56 schools in Charlotte-Mecklenburg, a large metropolitan area in North Carolina. The subjects had, as 4-year-old children, been found eligible for the local Chapter 1 preschool program. Two samples were selected: 160 kindergarten and first grade students from the preschool group; and 161 kindergarten and first grade students from a comparison group who had either attended a different program or had no program experience. The study showed statistically significant results favorable to the Chapter 1 program on only a few variables. (AC)

**ED 349 105** PS 020 741

*Petersen, Anne C. And Others*  
**Familial Risk and Protective Factors Influencing Adolescent Mental Health.**

Pub Date—Apr 91

Note—56p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—\*Adolescent Development, \*Adolescents, Affective Behavior, Depression (Psychology), Divorce, \*Family Environment, Family Influence, Family Problems, Longitudinal Studies, \*Mental Health, \*Parent Child Relationship, Sex Differences, \*Young Adults

This study examined the relation between family variables and the mental health outcomes of adolescents. Family members' feelings about one another were assessed when the children were in grades 6 and 8. Family members' closeness to one another was assessed when children were in grades 8 and 12, and in a 4-year follow-up study. Adolescents' mental health outcomes were assessed by means of a questionnaire at grades 6, 8, and 12. Adolescents' depression was assessed at grades 8 and 12, and at the 4-year follow-up. Results indicated an increase in the number of reported adolescent depressive episodes through grade 12, with girls exhibiting a greater increase than boys. The reported closeness of girls to their parents declined through middle adolescence, but rose again by the 4-year follow-up. Boys reported more closeness with fathers than mothers. At grades 6 and 8, adolescents' mental health was related to closeness between children and parents. At grades 6, 8, and 12, negative family events, as reported by parents, were related to girls' depression. At grade 12, boys in the family type, hypothesized to be the least functional, reported surprisingly strong mental health. Twenty-seven figures comprising more than half the paper are included, and a list of 27 references is also provided. (BC)

**ED 349 106** PS 020 761

*Obodiat, Farideh*  
**Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.**

Pub Date—Aug 92

Note—27p; Summary of dissertation. Paper presented at the World Congress of the Organisation

Mondiale pour l'Education Prescolaire, World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Childhood Attitudes, \*Cognitive Development, Conflict Resolution, \*Peace, Preschool Children, Preschool Education, Racial Attitudes, \*War, \*Young Children

**Identifiers**—Nonviolence

The first part of this study examined children's concepts of "preference of racial diversities" (PRD); nonviolent conflict-resolution (NCR); and "negative peace" (NP), defined as "peace in contrast to war." The first part also assessed children's mental development. The second part examined the relation of children's understanding of PRD, NCR, and NP to their mental development, and the relation of children's understanding of NP to their understanding of NCR and PRD. Interviews with 42 children of 5 and 6 years of age were conducted. The mental development of the children was assessed. Results from the first part of the study indicated that: (1) a majority of children had reached the concrete operations stage in Piaget's scheme of cognitive development; (2) children demonstrated a more developed understanding of war than of NP, and a more developed understanding of NCR and PRD than of NP; and (3) a total of 60 percent of children did not demonstrate any particular racial attitude or preference. Results from the second part of the study indicated no significant correlations between variables. A bibliography of 108 items is provided. (BC)

**ED 349 107** PS 020 762

*Thomas, N. G. And Others*  
**Taking Steps for Children: A Citizen's Guide to Child Policy.**

Michigan Univ., Ann Arbor. Program in Child Development and Social Policy.

Pub Date—92

Note—34p.

Available from—Michigan Program in Child Development and Social Policy, 3415 Mason Hall, Ann Arbor, MI 48109-1027 (\$3.50).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Activism, \*Child Advocacy, \*Children, \*Citizen Participation, Educational Legislation, \*Federal Programs, Health Programs, Housing, Legislators, Libraries, Mass Media Use, Nutrition, Policy Formation, \*Public Policy, Social Services, Tax Credits, Voting

This guide contains suggestions for citizens to follow in exploring and addressing policies that affect children. The guide focuses on federal child policy, but the strategies described also apply to policies at the state and local levels. The first part of the guide describes sources of information on government policies relating to children. These sources include media, libraries, elected representatives, Congressional committees, child advocacy groups, and federal programs that affect children. Relevant federal programs address issues of family income, nutrition, social services, education, health, and housing. Federal tax credits and exemptions also affect families with children. The second part of the guide offers suggestions for taking action on behalf of children. Recommended actions include voting, supporting candidates, writing letters, attending and organizing public events, and advocating and lobbying. Points of entry for citizens into the policymaking process are listed. A 15-item list of suggested readings and resources is provided. (BC)

**ED 349 108** PS 020 763

*Meier, John H.*

**Behavior Management for Young Children.**

San Bernardino County Preschool Services Dept., San Bernardino, CA.

Pub Date—Mar 92

Note—28p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Behavior Problems, Check Lists, \*Discipline, \*Parent Child Relationship, Preschool Children, Preschool Education, Self Esteem, Social Reinforcement, \*Teacher Student Relationship, \*Young Children

**Identifiers**—\*Behavior Management, \*Child Behavior, Praise

This booklet presents information designed to help teachers and parents of preschool children es-

tablish desirable behaviors and eliminate inappropriate behaviors. Several terms relating to behavior management are defined. Three types of behavior which must be discriminated, and appropriate responses to these types of behavior, are listed: (1) behaviors the teacher/parent likes and wants to see more of; (2) behaviors the teacher/parent does not like but can choose to tolerate; and (3) behaviors the teacher/parent does not like and cannot tolerate because they are harmful to the child or to someone else. It is maintained that management of children's behavior involves: (1) creating an environment that encourages children's self-esteem; (2) getting children's attention; (3) using warnings and avoiding threats; (4) discussing children's inappropriate behaviors with them; (5) working together with other adults or teachers; and (6) explaining to children the consequences of their behavior. Listed are suggestions for promoting positive behavior in young children, short statements of praise for children, examples of external reinforcers of children's positive behavior, and alternative responses to lashing out at children. Appended materials include a child referral form used by the San Bernardino County Preschool Services Department and a child behavior checklist. (BC)

**ED 349 109** PS 020 766

*Gifford, M. S.*

**Issues on Teacher Certification in Kentucky.**

Pub Date—Apr 92

Note—5p; Paper presented at the Research Roundtable at the Association for Childhood Education International (Chicago, IL, April 22-25, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Early Childhood Education, Elementary Education, \*Elementary School Teachers, \*Inservice Teacher Education, \*Preschool Teachers, State Legislation, State Standards, \*Teacher Certification, \*Teacher Education

**Identifiers**—\*Kentucky, \*Kentucky Education Reform Act 1990, Mixed Age Groups

This paper discusses three issues relating to teacher certification in Kentucky. These issues are: (1) certification of teachers who work with children under the age of 6 years; (2) preparation of teachers for primary education; and (3) alternative certification. The first issue raises questions of whether Kentucky should require certification for prekindergarten teachers and which early childhood personnel should be covered by the requirement for certification. The second issue results from the primary school program, which is newly mandated in Kentucky. This program includes developmentally appropriate practices, authentic assessment, and the use of multi-age and multi-ability classrooms. Required changes in certification and preparation of elementary teachers must be facilitated. The issue of alternative certification is addressed by the Kentucky Education Reform Act, which provides for state-approved teacher training programs in local school districts as alternatives to colleges' teacher preparation programs for nonteaching professionals. (BC)

**ED 349 110** PS 020 768

*Wright, David And Others*

**The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices.**

Pub Date—[89]

Note—12p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Classroom Environment, \*Elementary School Teachers, Primary Education, \*Questionnaires, \*Teaching Methods

**Identifiers**—\*Developmentally Appropriate Programs, \*Scale of Primary Classroom Practices

The Scale of Primary Classroom Practices (SPCP) is a short instrument which enables primary school teachers to observe and assess what goes on in their classrooms. The SPCP is divided into sections that describe teachers' and students' activities. A study of the SPCP has provided support for the reliability and construct validity of the scale. Teachers can use the SPCP to: (1) determine how developmentally appropriate their classroom practices are; (2) identify which developmentally appropriate practices are not found in their classrooms; (3) foster cooperative learning experiences in their classrooms; and (4) select practices to implement in their class-

rooms. A copy of the SPCP is appended. (BC)

**ED 349 111** PS 020 770

*Mitchell, Anne*  
**Consumers and Child Care: An Annotated Bibliography, Annotated Bibliography III.**  
 National Center for Children in Poverty, New York, NY.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.  
 Pub Date—Jun 92  
 Note—25p.

Available from—National Center for Children in Poverty, 154 Haven Ave., New York, NY 10032 (\$6 prepaid; checks should be made out to Columbia University; 20% discount on 10 or more copies).

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Child Development, \*Consumer Economics, Consumer Education, \*Day Care, Early Childhood Education, \*Employed Parents, \*Low Income Groups, \*Parent Attitudes, Program Descriptions, Referral, Welfare Recipients, Welfare Services

Identifiers—Child Care Needs, Child Care Satisfaction, \*Day Care Selection

This bibliography assembles a wide range of information on parental attitudes and behaviors that will help readers understand the needs of families, and especially low-income families, who use child care. Most of the books, reports, and journal articles described can be obtained from libraries. Topics addressed by these sources of information include: (1) the effects of parental employment on children; (2) resource and referral agencies; (3) parental choice of child care programs; (4) consumer issues; and (5) the special needs of low-income and welfare parents. Some of the books, reports, and articles report the results of studies and surveys of child care, and describe particular child care programs. The bibliography contains 44 titles. (BC)

**ED 349 112** PS 020 775

*Morgan, Gwen*  
**Career Progression in Early Care and Education: A Discussion Paper.**

Wheelock Coll., Boston, MA. Center for Career Development in Early Care and Education.

Spons Agency—A.L. Mailman Family Foundation, Inc.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Rockefeller Bros. Fund, New York, N.Y.

Pub Date—Jan 91  
 Note—9p; Paper was also funded by the Harris Foundation.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Development, \*Career Ladders, \*Child Caregivers, \*Early Childhood Education, \*Educational Policy, Educational Quality, \*Professional Development, Salaries

Identifiers—\*Career Progression Systems, Career Training, Policy Issues, Training Needs

Several reports on the link between the economy and the quality of child care indicate that: (1) early care and education benefits two generations of workers; (2) quality is essential to, but is rarely found in, early care and education programs; and (3) the key to quality is the professional development of practitioners. A vision of dynamic career development in the child care field must address the problems of inadequately trained practitioners and training systems that are fragmented, sporadic, and unsuited to the needs of adult learners. A career progression model for the child care field would adopt an approach in which different roles and requirements are assigned to different positions in early care and education programs, and in which practitioners experience role progression and receive increasingly greater rewards as they obtain additional training and skills. A system that permits the practitioner with informal training to earn recognition in the formal system would allow early care and education to realize its professional goals; improve the quality of training programs; and result in increased salaries. State policies regulating training of child care staff are described, and child care training policy issues that states will face in the future are listed. (BC)

**ED 349 113** PS 020 776

*Costley, Joan B.*

**Career Development Systems in Early Care and Education: A Planning Approach.**

Wheelock Coll., Boston, MA. Center for Career Development in Early Care and Education.

Spons Agency—A.L. Mailman Family Foundation, Inc.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Rockefeller Bros. Fund, New York, N.Y.

Pub Date—Jan 91  
 Note—7p; Paper was also funded by the Harris Foundation.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Development, Career Ladders, Certification, \*Child Caregivers, \*Early Childhood Education, Educational Quality, \*Professional Development, \*Program Implementation

Identifiers—Career Progression Systems, \*Career Training, Policy Issues, State Regulation, \*Training Needs

This paper examines four issues relevant to planning the use of funding resources for installing a career development system for practitioners in the early childhood education field. The first issue concerns the need for a career development system. Arguments for the importance of such a system are based on the need for a dynamic career ladder and allowance for continuing professional growth; a shortage of qualified practitioners; and the relationship between the amount of a practitioner's training and the quality of the practitioner's work. The second and third issues concern the characteristics and components of a progressive career development system. Training must provide knowledge and skills, be accessible to all practitioners, allow for practitioner accreditation, and be cumulative. Components of a career development system should include a system model, coordinated training, a personnel registry, and a training approval system. The fourth issue concerns the implementation of a career development system. Steps involved in implementation include: (1) developing a coordinating committee; (2) developing a profile of training needs; (3) understanding state licensing rules; (4) compiling information about training programs; (5) developing salary guidelines; (6) convening a statewide advisory group; (7) requesting state funds; (8) lobbying for a training approval process; and (9) establishing a training and planning fund. (BC)

**ED 349 114** PS 020 789

**Success Starts Young: Expanding the Promise of the Illinois Preschool Program.**

Voices for Illinois Children, Chicago.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—Jul 92

Note—67p; Additional funding for this report was provided by the Ronald McDonald Fund of Greater Chicago, the Protestant Foundation Fund of Greater Chicago, and Prince Charitable Trusts. Available from—Voices for Illinois Children, 208 South LaSalle Street, Suite 1580, Chicago, IL 60604 (\$6).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Access to Education, Agency Cooperation, Breakfast Programs, \*Community Involvement, Disabilities, Enrollment, Full State Funding, Limited English Speaking, Parent Participation, Preschool Children, \*Preschool Education, \*Program Evaluation, School Readiness, \*State Programs, \*Teaching Methods

Identifiers—Children at Risk of Educational Failure IL, Developmentally Appropriate Programs, \*Illinois, Illinois (Chicago)

In 1986, Illinois implemented the Children at Risk of Educational Failure preschool program. By the 1991-1992 school year, almost 25,000 children were enrolled in the program. This document reports on accessibility to, and community involvement in, the program, and instructional and evaluation practices used in the program. The section on accessibility discusses the topics of state funding and program enrollment, full-day programs for children of working parents, and children with disabilities or limited English proficiency. Several topics relevant to the program's operation in Chicago are examined. The section on family and community involvement considers the topics of parent involvement in the preschool program, school meals, and interagency cooperation in early childhood education. The section on instructional prac-

tices and evaluation examines the topics of developmentally appropriate practices, individual assessment profiles, an annual program review, and a longitudinal program evaluation. For each topic discussed, at least one recommendation is offered. Appendices present data on program funding and enrollment for the eight most populous cities, and for each county, in the state. A bibliography of 36 items is provided. (BC)

**ED 349 115** PS 020 795

**Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy.**  
 New York State Education Dept., Albany. Office of Elementary, Middle and Secondary Education.

Pub Date—[91]

Note—29p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Board of Education Role, Community Role, \*Educational Policy, \*Elementary Secondary Education, \*Family Role, \*Family School Relationship, Higher Education, \*Parent Participation, School Business Relationship, \*School Community Relationship, School Role, State Departments of Education

Identifiers—\*New York

This policy paper of the Regents of the University of the State of New York describes the need for partnerships between parents and schools, principles underlying such partnerships, and obstacles to establishing such partnerships. In addition to covering these topics, the first part of the paper discusses family, community, and school responsibility for children's education and offers guidelines for developing programs for children and families. The second part of the paper lists the activities of participants in parent partnerships in New York State. These participants are drawn from: (1) families; (2) boards of education, community school boards, and school districts; (3) schools; (4) communities; (5) institutions of higher education; (6) libraries, museums, and cultural institutions; (7) the business community and labor organizations; and (8) the state education department. A list of members of an external advisory committee that helped develop this policy paper is appended. (BC)

**ED 349 116** PS 020 802

*Hertel, Cary* And Others

**Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children.**

Pub Date—[89]

Note—5p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Disabilities, \*Input Output Devices, \*Performance Factors, \*Young Children

Identifiers—Response Patterns, \*Touch Terminals

This study investigated the effect of input devices on the use of a computer program by 3- and 4-year-old handicapped (n=9) and nonhandicapped (n=9) children in a small community in northwestern Kansas. Children used a software program that taught them how to understand colors and shapes. This program was used to collect data on the user's number of correct, incorrect, and total responses. Children were divided into two groups, one of which used a screen touch window to access the computer, and one of which used a power pad, or touch-sensitive tablet, to access the computer. After 4 weeks, children switched to the use of the opposite input device for another 4 weeks. Results indicated that handicapped children produced fewer responses than nonhandicapped children when they used the touch window, and more responses when they used the power pad. All but three children produced more responses when using the power pad than when using the touch window. Compared to nonhandicapped children, handicapped children exhibited a higher percentage of accurate responses when using the touch window, and a lower percentage when using the power pad. All children exhibited a higher percentage of accurate responses when using the touch window than when using the power pad. Thirteen references are cited. (BC)

**ED 349 117** PS 020 804

*Volk, Dinah*

**A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners.**

Pub Date—Apr 92

Note—34p; Paper presented at the Annual Meet-



ing of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**  
Descriptors—Bilingual Students, Case Studies, \*Elementary School Students, Family School Relationship, Kindergarten, Kindergarten Children, Language Usage, \*Mothers, \*Parent Participation, \*Parents as Teachers, \*Parent Student Relationship, Primary Education, \*Puerto Ricans, Research Needs, Teacher Student Relationship, Teaching Methods

This paper describes three case studies of interactions between mothers and their kindergarten children. Mothers and children were of Puerto Rican descent and lived in a midwestern city. Children were bilingual, but used English more competently than Spanish. During the children's kindergarten year, researchers observed mother-child interactions in the home. Observations were also conducted in the children's classrooms. Verbal interactions in the home were recorded and the recordings transcribed. Two interaction types, instructional and informal, based on whether the mother played the role of a teacher, were identified from the transcripts. A total of 49 percent of verbal utterances had an instructional intent, and 51 percent were informal. Interactions between the children and their mothers are described, and transcriptions of some verbal exchanges are provided. Interactions between the children and their teachers are also described. These studies imply that teachers should: (1) avoid stereotyping of minority parents; (2) individualize their work with parents; and (3) learn from mothers about creating language-rich environments. The studies also suggest the need for research on interactions between parents and children of families of various cultural backgrounds and on the relation of children's learning experiences at home to their experiences at school. A list of 28 references is provided. (BC)

**ED 349 118 PS 020 805**

Kallam, Michael Rettig, Michael  
**The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting.**

Spons Agency—Fort Hays State Univ., Kans.

Pub Date—[91]

Note—6p.

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Age Differences, \*Disabilities, \*Interpersonal Relationship, \*Play, \*Preschool Children, Preschool Education, \*Social Isolation, \*Toys

A total of 26 handicapped and nonhandicapped preschool children between 3 and 5 years of age were grouped into play groups of three or four children and observed playing in the groups over a 7-week period. Children were provided with toys that were identified as social, such as dolls or wooden building blocks, or isolate, such as puzzles and books. In each observation session, data were collected on each subject by means of a 10-second time sampling technique that was used over a 5-minute interval. Social interactions or their absence were recorded. Results indicated that, for all ages, children who played with social toys exhibited more social interaction than did children who played with isolate toys. Among children who played with social toys, 5-year-olds exhibited more social interactions than did 3- or 4-year-olds. Handicapped children exhibited a greater difference in the number of social interactions in the social toy and the isolate toy conditions than did nonhandicapped children. When playing with either type of toy, nonhandicapped children exhibited more social interactions than did handicapped children. (BC)

**ED 349 119 PS 020 808**

**An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce.**

Child Care Careers Inst., Boston, MA.

Spons Agency—Boston Foundation, MA.; Boston Globe Foundation, MA.; Ford Foundation, New York, N.Y.

Pub Date—Jul 92

Note—224p.

Available from—Child Care Careers Institute, c/o Wheelock College, 200 The Riverway, Boston, MA 02215 (\$17.50, plus \$2.50 shipping and handling, 10 or more, \$15 each).

Pub Type—Reference Materials—Bibliographies

RJE JAN 1993

(131)

**EDRS Price—MF01/PC09 Plus Postage.**

Descriptors—Audio Visual Aids, Child Development, Child Health, Child Rearing, Cultural Pluralism, \*Day Care, Discipline, Early Childhood Education, \*Family Day Care, Individual Needs, \*Instructional Materials, Questionnaires, Referral Identifiers—\*Training Materials

This bibliography describes training resources and materials to be used by child care professionals who conduct training for their staff or for groups in the child care field. A total of 180 items are included in the bibliography. For each entry, the following information is included: (1) title, subject, and author; (2) a paragraph describing the content of the publication or materials; (3) the type of material (such as print or audiovisual), the language of the material, and the cost; (4) ordering information; (5) the intended audience; (6) topics addressed; and (7) the expected educational background of readers or users. Items include curriculum materials and publications that address the topics of early childhood education; child care, including family child care; child health and safety; parenting; research and referral; discipline; cultural diversity; special needs; child development; and characteristics of children at various developmental levels. All but 10 of the annotated items are annotated only in English. Among the 10 publications, one is in Spanish and the others are in English with versions in either Spanish, Khmer, or Chinese. A questionnaire for evaluating the bibliography is provided. (BC)

**ED 349 120 PS 020 809**

**Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents.**

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.

Report No.—NIH-91-2731

Pub Date—Sep 91

Note—18p.

Pub Type—Opinion Papers (120)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, \*At Risk Persons, Child Health, \*Children, Dietetics, Drug Therapy, \*Eating Habits, Health Education, Health Needs, Health Promotion, \*Heart Disorders, \*Nutrition

Identifiers—\*Cholesterol, Fatty Acids, Health Behavior, Low Density Lipoprotein Cholesterol

Studies have shown that high blood cholesterol levels play a role in the development of coronary heart disease in adults, and that the process leading to atherosclerosis begins in childhood. To address the problem of high cholesterol levels in children, the Panel on Blood Cholesterol Levels recommends complementary approaches for individuals and for the population in general. The approach for the population aims to lower blood cholesterol levels among children and adolescents through population-wide changes in nutrient intake and eating patterns. The panel's population-wide recommendations are directed at groups that influence the eating patterns of children. These groups include schools, health professionals, government agencies, the food industry, and the mass media. The individualized approach calls for the identification and treatment of children and adolescents who are at the greatest risk of having high blood cholesterol as adults. As part of this approach, the panel recommends selective screening of children and adolescents who have a family history of premature cardiovascular disease or a parent with high blood cholesterol. For children and adolescents identified as being at risk, the panel recommends a diet therapy that progressively reduces the intake of saturated fatty acids and cholesterol. In cases in which diet therapy is unsuccessful, drug therapy is recommended. (BC)

**ED 349 121 PS 020 823**

Van der Vynckt, Susan Nkinyang, John A.

**Child Health, Nutrition, and School Participation.**

Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).

Ministry of Education, Nairobi (Kenya); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-91-WS-35

Pub Date—Apr 91

Note—140p.

Pub Type—Collected Works—Proceedings (021)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Child Health, \*Diseases, \*Economic

Factors, \*Educational Environment, Educational Facilities, Educational Planning, Elementary Education, Enrollment, Foreign Countries, \*Health Conditions, Health Facilities, Home Visits, \*Nutrition, Program Descriptions, Program Evaluation, Workshops

Identifiers—\*Kenya

This report describes a workshop organized by the government of Kenya and UNESCO (United Nations Educational, Scientific, and Cultural Organization) to consider an intervention project to address the health, nutrition, and education concerns of school-age children. Part 1 of the report reviews the background and objectives of the workshop and discusses topics relevant to education and health. Topics include: (1) the effects of health and nutrition conditions on children's educational outcomes; (2) the democratization of schooling in Kenya; (3) the effects of economic factors on the provision of basic education and health services; (4) challenges for educational planning; and (5) Kenya's school milk program. Part 2 outlines the education and health situations in four districts in which the first phase of the proposed project is to be implemented. Problems such as inadequate school facilities, poor roads and communication, poverty and malnutrition, low teacher morale, and high dropout rates are identified. Figures and tables accompany the text. Field visits made by workshop participants to schools, homes, and communities in six areas in the Nakuru district are also highlighted in part 2. Part 3 describes the planning of project assessment activities and outlines the next steps in the implementation of the project. A list of workshop participants, the workshop agenda, and texts of several addresses made to the workshop are appended. (BC)

**ED 349 122 PS 020 824**

**Children as Strategic Readers. Guidebook 1.**

**Schools That Work: The Research Advantage.**

Illinois Univ., Urbana. Center for the Study of Reading; North Central Regional Educational Lab., Oak Brook, IL.; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RP91002007

Note—41p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 825-831.

Available from—Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, \$25.00).

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Check Lists, \*Educational Practices, Educational Research, Elementary Secondary Education, \*Reading Instruction, Reading Research, \*Reading Strategies, Research and Development, \*Teacher Student Relationship, Teaching Methods, \*Theory Practice Relationship

Identifiers—\*Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic, and each has a "content partner" (learning center, institute, teachers association, or other specialized group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on reading is followed by an overview of the first program in the series, which covers the topic of strategic, or reflective reading by children. In this program, the first story describes the efforts of a primary school teacher in Harlem, New York, to encourage her students to see themselves as part of a community of readers. The second story describes the ways in which two high school teachers in Minnesota changed their approach to English and social studies instruction after participating in a community-wide project. A series of follow-up activities relevant to the topic of children's reading is described. Addi-

tional materials include biographical information on videoconference participants, a list of resources on reading instruction, a glossary of terms, and a reference list of 22 items. (BC)

# ED 349 123 PS 020 825

**Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.**

National Center for Research in Mathematical Sciences Education, Madison, WI.; National Council of Teachers of Mathematics, Inc., Reston, Va.; North Central Regional Educational Lab., Oak Brook, IL.; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RP91002007

Note—43p; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.

Available from—Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, \$25.00).

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, Educational Change, \*Educational Practices, Educational Research, Elementary Education, \*Mathematics Instruction, \*Problem Solving, Research and Development, \*Teacher Student Relationship, Teaching Methods, \*Theory Practice Relationship, \*Video Teleconferencing.

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic, and each has a "content partner" (a learning center, institute, teachers' association, or other specialized group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on mathematics instruction is followed by an overview of the second program in the series, which covers the topic of mathematics instruction and learning. In this program, the first story illustrates a "cognitively guided instruction" approach that has resulted in high levels of mathematics achievement for students in a first grade class. The second story examines the work of the Algebra Project in Boston and Chicago. In this project, a middle school mathematics curriculum has been designed to address the crisis in mathematics education among inner-city students. A series of follow-up activities relevant to the topic of mathematics instruction is described. Additional materials include biographical information on videoconference participants, a list of resources on mathematics instruction, a glossary of terms, and a reference list of 16 items. (BC)

# ED 349 124 PS 020 826

**Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.**

American Association for the Advancement of Science, Washington, D.C.; Michigan State Univ., East Lansing, Inst. for Research on Teaching; North Central Regional Educational Lab., Oak Brook, IL.; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RP91002007

Note—41p; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.

Available from—Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, \$25.00).

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, Class Activities, Educational Change, \*Educational Practices, Educational Research, Elementary Secondary

Education, Research and Development, \*Science Instruction, Science Interests, \*Teacher Student Relationship, Teaching Methods, \*Theory Practice Relationship

Identifiers—Project 2061 (AAAS), \*Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other specialized group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on science education is followed by an overview of the third program in the series, which covers the topic of science instruction and learning. In this program, the first story illustrates the ways in which an instructional approach derived from research has enabled students in a high school class to increase their knowledge about science. The second story demonstrates how a community of researchers, scientists, and teachers works to provide a rich learning experience for middle school students in San Antonio, Texas. A series of follow-up activities relevant to the topic of science education is described. Additional materials include biographical information on videoconference participants, a list of resources on science instruction, a glossary of terms, and a 10-item reference list. (BC)

# ED 349 125 PS 020 827

**Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.**

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; North Central Regional Educational Lab., Oak Brook, IL.; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RP91002007

Note—43p; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.

Available from—Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, \$25.00).

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, Competency Based Education, \*Educational Practices, Educational Research, Educational Testing, Educational Trends, Elementary Secondary Education, \*Evaluation Research, Research and Development, School Community Relationship, \*Student Evaluation, \*Theory Practice Relationship, \*Video Teleconferencing.

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on the nature of student assessment and the effects of assessment on educational practice is followed by an overview of the fourth program in the series, which covers the topic of alternative methods of student assessment. In this program, the first story describes the use of a wide range of assessment practices in third- and fourth-grade classes in an elementary school in Los Angeles. The second story illustrates the ways in which a Wisconsin school district is changing as-

essment practices through the active involvement of the school and community. A series of follow-up activities relevant to the topic of student assessment is described. Additional materials include biographical information on videoconference participants, a list of resources on student assessment, a glossary of terms, and a reference list of 23 items. (BC)

# ED 349 126 PS 020 828

**Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.**

National Association for the Education of Young Children, Washington, D.C.; National Association of Early Childhood Specialists in State Departments of Education; North Central Regional Educational Lab., Oak Brook, IL.; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RP91002007

Note—47p; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.

Available from—Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, \$25.00).

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Development, \*Childhood Needs, Curriculum Evaluation, Early Childhood Education, \*Educational Practices, Educational Research, \*Parent School Relationship, Primary Education, Program Evaluation, Research and Development, Teacher Student Relationship, Teaching Methods, \*Theory Practice Relationship

Identifiers—Developmentally Appropriate Programs, \*Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on early childhood education is followed by an overview of the fifth program in the series, which covers the topic of meeting children's needs in early childhood education. In this program, the first story illustrates a teacher's translation of research-based concepts of children's growth and development into practice in a first grade class. The second story illustrates the ways in which staff, parents, and community members support developmentally appropriate practices in a primary education center in California. A series of follow-up activities relevant to the topic of children's needs is described. Additional materials include biographical information on videoconference participants, a list of resources on early childhood, a glossary of terms, a reference list of 25 items, and a form for evaluating the videoconference series. (BC)

# ED 349 127 PS 020 829

**Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.**

Midwest Regional Center for Drug-Free Schools and Communities, Oak Brook, IL.; North Central Regional Educational Lab., Oak Brook, IL.; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RP91002007

Note—58p; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.

Available from—Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, \$25.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Check Lists, \*Drinking, \*Drug Education, \*Drug Use, Elementary School Students, Elementary Secondary Education, Prevention, Research and Development, \*School Activities, School Community Relationship, Secondary School Students, \*Social Problems, \*Theory Practice Relationship

**Identifiers**—\*Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on drug use and drug use prevention is followed by an overview of the sixth program in the series, which covers the topic of preparing students for drug-free lifestyles. In this program, the first story describes the Omaha Public Schools' comprehensive and integrated strategies to prevent drug use in schools and the community. The second story illustrates the ways in which the Mt. Carmel, Illinois school district and the local community have collaborated to implement strategies for prevention of drug use. A series of follow-up activities relevant to the topic of drug use prevention is described. Additional materials include biographical information on videoconference participants, an extensive list of resources on drug use prevention, a glossary of terms, and a reference list of 23 items. (BC)

**ED 349 128 PS 020 830**

**Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.**

Columbia Univ., New York, NY. Inst. on Education and the Economy; North Central Regional Educational Lab., Oak Brook, IL; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.

**Spons Agency**—Office of Educational Research and Improvement (ED), Washington, DC.

**Pub Date**—92

**Contract**—RP91002007

**Note**—51p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.

Available from—Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, \$25.00).

**Pub Type**—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Check Lists, \*Educational Practices, Educational Research, \*Education Work Relationship, Elementary Secondary Education, Employment Opportunities, \*Job Skills, Research and Development, School Community Relationship, \*Technical Education, \*Theory Practice Relationship, \*Transitional Programs, Vocational Education

**Identifiers**—Self Efficacy Approach, \*Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on the transition from school to work is followed by an overview of the seventh program in the series, which covers the topic of preparing students to enter the work force.

In this program, the first story describes the implementation of a program in Appleton, Wisconsin, which is designed to provide students with academic knowledge and technical skills to broaden their occupational options. The second story illustrates the use of the efficacy approach, a set of principles designed to develop confidence and a work ethic in individuals. This story shows the implementation of these principles in schools in Detroit, and a training session in Chicago for volunteers who use the efficacy approach to help students. A series of follow-up activities relevant to the topic of preparing students to enter the work force is described. Additional materials include biographical information on videoconference participants, a list of resources on school-to-work transition, a glossary of terms, and a reference list of 38 items. (BC)

**ED 349 129 PS 020 831**

**Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.**

Clearinghouse for Service Integration, New York, NY. Study Group on School-Linked Integrated Services; North Central Regional Educational Lab., Oak Brook, IL; Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.

**Spons Agency**—Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

**Pub Date**—92

**Contract**—RP91002007

**Note**—55p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-830.

Available from—Publications Department, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 (Videotape and guidebook, \$25.00).

**Pub Type**—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—\*Agency Cooperation, \*Community Programs, \*Coordination, Elementary Secondary Education, Program Evaluation, School Readiness, \*Social Services

**Identifiers**—\*Integrated Services, \*Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on collaboration among social service agencies is followed by an overview of the eighth program in the series, which covers the topic of integrating community services. The first story in the program describes interagency collaborative efforts in Fulton County, Kentucky. The second story describes an interagency collaboration in South Bend, Indiana, in which an array of human development programs are integrated in a public housing complex. A series of follow-up activities relevant to the topic of collaboration among social service agencies is described. Additional materials include biographical information on videoconference participants, a list of resources on collaboration of social services, a glossary of terms, a reference list of 23 items, and a form for evaluating the videoconference series. (BC)

**ED 349 130 RC 018 747**

**Northern Nutrition.**

Northwest Territories Dept. of Education, Yellowknife.

**Pub Date**—78

**Note**—250p.

**Pub Type**—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC10 Plus Postage.**

**Descriptors**—Adult Education, \*Canada Natives, \*Dietetics, Eating Habits, Elementary Secondary Education, Eskimos, \*Food, Foreign Countries, Health Education, \*Health Promotion, Lesson Plans, \*Nutrition, Nutrition Instruction, \*Physical Health

**Identifiers**—Arctic, Canada (North)

This guide contains nutrition information and nutrition education strategies aimed at residents of the Canadian Arctic. Section I: (1) defines nutrition terms; (2) describes the sources and functions of essential nutrients; (3) explains Canada's food guide and special considerations for the traditional northern Native diet and for lactose intolerance (a common condition among Eskimos and American Indians); (4) describes the digestive system; and (5) discusses special nutrient needs during pregnancy and breast feeding, and for infants, adolescents, and older adults. Section II discusses the interrelationships between physical fitness, lifestyle, and nutrition; describes the rise of nutrition-related diseases (obesity, cardiovascular disease, dental problems) among northern Natives due to lifestyle changes; and presents dietary guidelines. Section III discusses nutrition and specific health problems (diabetes, gall bladder disease, Vitamin C deficiency, otitis media, iron deficiency, and alcoholism). Section IV discusses meal planning and food buying. Section V discusses Native food resources, outlines the nutrient value of traditional Native diets, and explains some dangers of eating raw meat and fish. Section VI discusses modern and traditional methods of food storage and preservation. Section VII presents ideas, activities, and lesson plans for community nutrition programs. Sections VIII and IX explain how to use the local mass media for nutrition education and provide sample media releases. Section X provides additional resources: 26 government agencies and other sources of nutrition materials, 6 books, and annotated lists of 40 films and videotapes. (SV)

**ED 349 131 RC 018 749**

**Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991).**

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

**Report No.**—ISBN-0-16-038422-2; Senate-Hrg-102-557

**Pub Date**—92

**Note**—143p.; Appendices contain small, faint type. Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

**Pub Type**—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors**—\*Alaska Natives, \*American Indian Languages, \*Bilingual Education, Community Education, Elementary Secondary Education, \*Eskimo Aleut Languages, \*Federal Legislation, Hearings, Higher Education, \*Native Language Instruction, Native Speakers, Teacher Education

**Identifiers**—Congress 102nd, \*Cultural Preservation

This Senate hearing received testimony expressing the concern that Alaska Native languages are dying, and suggesting ways to stimulate and improve Native language instruction in schools and community settings. The director of the Alaska Native Language Center (University of Alaska, Fairbanks) provided information about the history of suppression of Native languages in Alaska schools. Of 20 Native languages, only Central Yupik and St. Lawrence Island Yupik are still spoken by children. Village and tribal elders, chiefs, teachers, students, and parents discussed the following issues: the loss of cultures as children cannot speak with grandparents; the shared childhood experience of being punished in school for speaking Native languages; the need to train fluent Native speakers as language teachers and then pay them and treat them as professionals; the possibility of allowing Native languages to substitute for "foreign" languages in the curriculum; the need for Native language instructional materials; the importance of allowing Native peoples to design school language programs; and suggestions for community programs of language and culture. All witnesses supported proposed federal legislation to fund construction of language fa-

RC



ilities, community language programs, programs to train Native speakers as teachers, production of instructional materials, programs to train Alaska Natives to produce Native language television and radio programs, and efforts to record and preserve Native languages. Appendices contain letters supporting S. 1595, lists of the status of 20 Alaska Native languages, and instructional materials available in Yupik. (SV)

ED 349 132 RC 018 778

*Jackstadt, Steve Huskey, Lee*  
**Adventures in the Alaska Economy.**  
Alaska Univ., Anchorage. Center for Economic Education.

Spons Agency—Alaska Council on Economic Education.

Pub Date—90

Note—119p.; Art by John D. Dawson.

Available from—Center for Economic Education, Univ. of Alaska, 3211 Providence Dr., Anchorage, AK 99508 (\$3.50).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—\*Alaska Natives, \*Culture Contact, \*Economics Education, Elementary Secondary Education, Fiction, Instructional Materials, Social History, \*State History

Identifiers—\*Alaska, Arctic, Historical Fiction

This publication was developed to increase students' understanding of basic economic concepts and the historical development of Alaska's economy. Comics depict major historical events as they occurred, but specific characters are fictionalized. Each of nine episodes is accompanied by several pages of explanatory text, which enlarges on the episode and introduces economic concepts. Episodes portray: (1) the precontact lives of the Aleuts and other Alaska Natives, their use of natural resources, the hunting of sea mammals, and first contact with Russian fur traders; (2) expansion of the fur trade as the Russians hired Aleut hunters, attacks by the Tlingits as hunters moved into their territory, the founding of Sitka and subsequent battles, and the depletion of fur-bearing animals; (3) Yankee whalers and commercial whaling in the Bering Sea; (4) shipping Alaskan ice to California, and the sale of Alaska from Russia to the United States; (5) the impact of the Klondike gold rush, and the growth of gold mining in Alaska; (6) salmon fishing and canneries, and the arrival of Chinese immigrant labor; (7) construction of the Alaska Railroad; (8) Alaska's role in World War II, and the subsequent economic boom; and (9) passage of statehood. This publication contains 33 references. (SV)

ED 349 133 RC 018 779

*Beck, Mary Giraudo*

**Shamans and Kuskatas: North Coast Tales of the**

**Supernatural.**

Report No.—ISBN-0-88240-406-7

Pub Date—91

Note—129p.

Available from—Alaska Northwest Books, GTE Discovery Publications, Inc., 22026 20th Avenue, S.E., Bothell, WA 98021 (\$12.95; \$15.95 Canadian).

Pub Type—Books (010) — Creative Works (030)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Alaska Natives, \*American Indian Culture, \*American Indian Literature, Elementary Secondary Education, \*Mythology, Religion, \*Tales

Identifiers—Haida (Tribe), \*Shamanism, Tlingit (Tribe)

The Tlingit and Haida are Native Americans who inhabit southeast Alaska and share many traditions and stories. Written by a non-native scholar, this book contains nine Tlingit and Haida tales concerned with shamans and kuskatas. Land otters were fearful hybrid beings of the spirit world. Able to live on land and in water, they had the special mission of saving persons lost at sea or in the woods and transforming them into kuskatas, creatures similar to themselves but who retained some human qualities. Land otters and kuskatas were suspected of kidnapping or actively luring people to their kingdom. The shaman mediated between the spirit world and the human realm and was a figure of great power who inherited or was "called" to his role. The shaman's extraordinary powers made him the proper adversary for the kuskata, and the shaman was often called upon to struggle with the kuskatas for a person's spirit. The tales dramatize the values and traditions of Tlingit and Haida societies and provide models for emulation and examples of the

individual and social consequences of improper or irreverent behavior. Many characters undertake some form of classic journey, beset by dangers, challenges, and sacrifices for personal or communal benefit. A preface and introduction discuss Tlingit and Haida culture. This book contains illustrations created by a Native artist. (SV)

ED 349 134

*Fillmore, Lily Wong*

**Latino Families and the Schools.**

Pub Date—90

Note—10p.; Contains small print.

Available from—California Tomorrow, Fort Mason Center, Bldg. B, San Francisco, CA 94123 (Reprints available).

Journal Cit—California Perspectives; v1 p30-37 Win 1990

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Failure, \*Child Development Centers, \*Early Childhood Education, \*Educational Experience, Elementary Education, Family Life, Family School Relationship, \*Hispanic Americans, Migrant Education, \*Parent Child Relationship, Parent Influence, \*Teacher Expectations of Students

Based on personal narratives, this paper describes Latino children's school experience and suggests home-school collaboration for improving Latino children's education. Latino children begin school as confident, eager, and enthusiastic learners. But well before the third grade, many Latino students begin to experience academic problems and generally are a year or two behind in reading, math, and other areas assessed by the school. It is estimated that some 40 percent of Latino children will drop out before they complete high school. Latino children learn two things from their experiences in school: what happens in school has little relevance to real life and they are losers in the learning game. However, many educational difficulties that Latino children encounter are caused by the widely-held assumption that what is wrong with Latino students is related to their parents, who provide little school preparation to their children. This assumption has created a trend for compensatory early education programs to remove Latino children from the influences of their parents. This practice undermines the relationship between parents and children. Child development centers sponsored by the Foundation Center for Phenomenological Research have been found to effectively serve the children of seasonal and migrant farm workers. These centers' work illustrate that the family culture should be involved in successful education. Parent comments concerning the effectiveness of child development centers are included. (LP)

ED 349 135

*Kari, James*

**On the Language Effort and Work in Alaskan**

**Athabaskan Languages.**

Pub Date—Dec 91

Note—7p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Alaska Natives, \*Athabaskan Languages, Cultural Context, Elementary Secondary Education, Higher Education, \*Language Maintenance, Linguistics, Personal Narratives

Identifiers—\*Alaska Native Language Center, University of Alaska

This paper presents a field linguist's personal observations on language work and the language effort in Alaskan Athabaskan languages. Language work is the various ways in which people can make real accomplishments in one of the smaller languages for the benefit of themselves and the people around them, and for the benefit of the larger society. Language effort is used in a broader sense to mean the various ways in which work with the Native language involves participation by people from the local language/ethnic community as well as nonmembers. The Alaska Native Language Center at the University of Alaska has increased public awareness of the locations and viability of Athabaskan languages. Participation in the language effort has been limited mainly to a small group of writers and expert elderly speakers. Bilingual programs in Athabaskan languages in Alaskan schools were inadequately supported and short-lived. The author's field work with Athabaskan languages involves translating narratives by native storytellers, and de-

veloping a dictionary. Recommendations for enhancing the language effort in Alaska include: (1) fostering the community development potential of the language effort; (2) training and employing more people in the actual methods and skills of language work; and (3) developing new teaching venues and methods. Productive language work must adhere to rigorous standards of accuracy through a variety of projects. Language work can be enhanced through systematic filing of data and use of computers for teaching and learning. (KS)

ED 349 136

*Benton, Davis*

**A Consolidation Success Story.**

Pub Date—[Apr 92]

Note—5p.; Paper presented at the National Conference on Creating the Quality School (Norman, OK, March 30-April 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Board of Education Role, \*Consolidated Schools, Educational Finance, \*Educational Improvement, Elementary Secondary Education, Rural Education, \*Rural Schools, School Closing, \*School Community Relationship, School District Reorganization, School Effectiveness, \*Small Schools

Identifiers—\*Arkansas (Nevada County)

This paper describes school consolidation in six small towns in South Nevada County, Arkansas. None of the six schools had the resources to meet the requirements of advanced programs set by the Arkansas Educational Standards Act. School boards met with each community to gather support for consolidation, discussing increased taxes to pay for a new school building and improved educational programming. To maintain communities' identities, one school facility in each town was left as a community center. Each community elected one board member as a representative for consolidation negotiations. In 1986, a bond referendum was approved to build a school for the new school district. By the fall of 1988, a new school facility was completed, housing an elementary school of 425 students and a high school of 325 students. After 3 years, academic achievement has improved at both the elementary and secondary level. In addition, a wide variety of curricular and extracurricular opportunities are offered to students. There has also been an increase in the number of high school graduates attending college. Consolidation has also allowed savings in utility bills, school lunch and transportation programs, and staffing costs. Consolidation does involve sacrifices such as giving up local schools and losing community identities. Communities also voted to raise their taxes, as much as 55 percent, so their children could receive a better education. (LP)

ED 349 137

*Enloe, Walter, Ed.*

**Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.**

Pub Date—May 92

Note—271p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Citizenship Education, Curriculum Development, \*Educational Cooperation, Elementary Secondary Education, \*Global Approach, \*International Education, Program Descriptions, Program Evaluation, \*Rural Education, Rural Schools, \*School Community Relationship, School Districts

Identifiers—\*Education 2000 (Global Education), \*Redwood Falls School District MN

This report describes and evaluates an educational partnership that brought together the resources of three rural Minnesota school districts, institutions of higher education, the Minnesota State Department of Education, and a national organization in order to undertake the long-term development of a program in international education (K-12). The program was developed under the National Model Schools Network in global education curriculum development (Education 2000). This report includes: (1) the original prospectus for this model, discussing the conceptual framework, the purpose of the project, and the planning procedure based on an "ecological approach"; (2) research plan identifying themes of study, specifying data collection strate-

gies, partners, and the timeline; and (3) the project manual development. The focus of the report is on the program of the Redwood Falls School District (Minnesota), which evolved from a program development project in international education into a school and community development process. The document also discusses the development of a national model. Copies of local newspaper reports about the Education 2000 Program and the Redwood Falls project are included. Appendices include 1990 testimonials from steering committee leaders and papers presented at the 1992 Annual Meeting of the American Educational Research Association regarding Education 2000 and the Redwood Falls School District. (LP)

**ED 349 138** RC 018 785

Matters, Lorine

**Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.** Missouri Univ., Columbia. Center on Rural Elderly. Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—May 90

Note—24p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Community Programs, Elementary Secondary Education, Extension Agents, \*Generation Gap, \*Intergenerational Programs, \*Older Adults, Program Guides, Program Implementation, Rural Education, \*Volunteers, \*Youth

This guide describes intergenerational programs and provides ideas for initiating and implementing informal and formal interaction between youth and senior adults. Intergenerational programs can help dispel negative stereotypes that youth and older adults may have about each other. Successful programs provide rewarding experiences for both generations and opportunities for sharing skills, knowledge, experience, and promoting friendships between youth and older adults. In addition, gaps in the service network of private and public social agencies can be identified and filled through intergenerational volunteers. This guide discusses a program development process that addresses the following topics: (1) identification of top priority community needs and resources; (2) identification of a program sponsor and mobilization of volunteer resources; (3) forming a planning and advisory committee; (4) developing a plan for the program sponsor; (5) operational considerations; (6) types of projects (youth initiated, older-person initiated, and joint youth and older-person initiated); (7) project evaluation; and (8) recommendations for planning effective intergenerational programs. Also provided are suggestions for working with senior adults and involving minorities in developing programs for the elderly. A 25-item bibliography on intergenerational relations is included. (LP)

**ED 349 139** RC 018 788

Sigman, Marilyn And Others

**Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II.**

Alaska State Dept. of Fish and Game, Fairbanks; Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date—[Mar 91]

Note—148p.; For related documents, see RC 018 789-790.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Alaska Natives, Conservation Education, Ecology, Elementary Secondary Education, \*Environmental Education, Instructional Materials, Resource Materials, \*Teaching Guides, \*Wildlife

Identifiers—\*Alaska, Habitats, \*Wetlands

This document consists of a teacher manual and a set of information cards. The teacher manual is designed to educate Alaskan students about the important functions of Alaska's wetlands and about the fish and wildlife that live there. Part I of the manual explores Alaska's wetland habitats, the plants and animals that live there, and the relationships between human activities and wetlands as ecosystems. The appendices include a description of wetland types that may be found in some habitat complexes, animal adaptations for living in wetlands, and a reference list. Part II focuses on bird species which are Alaskan summer residents and includes aspects of individual bird species and bird population dynamics. Year-round habitats of migratory birds are discussed in addition to detailed accounts of six species and two sub-species of

migratory birds that nest in Alaska. Also discussed is conservation of migratory birds. The appendices include information on bird migration, laws concerning wetlands and migratory birds, and a reference list. These materials contain illustrations and maps. The wetland cards contain over 100 illustrations of plants, invertebrates, fish, birds, and mammals found in Alaska's wetlands. Each illustration is accompanied by text describing the organism's traits, habitats, food habits, and what eats it. (LP)

**ED 349 140** RC 018 789

Sigman, Marilyn And Others

**Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3.**

Alaska State Dept. of Fish and Game, Fairbanks; Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date—[Mar 91]

Note—76p.; For related documents, see RC 018 788-790.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Alaska Natives, Class Activities, Conservation Education, Curriculum Guides, \*Ecology, Elementary School Curriculum, \*Environmental Education, Instructional Materials, \*Learning Activities, Primary Education, \*Wildlife

Identifiers—\*Alaska, Habitats, \*Wetlands

This curriculum guide was designed to give students at the primary level an awareness of Alaska's wetlands and the fish and wildlife that live there. This guide is divided into 13 sections consisting of learning activities covering the following topics: (1) wetland areas in Alaska; (2) water cycles; (3) plants and wildlife found in wetlands; (4) food chains; (5) animals and their habitats; (6) aquatic animals; (7) adaptations of bird species; (8) carnivorous plants; (9) activities helpful and harmful to wildlife; and (10) wetlands conservation. Each learning activity consists of objectives, methods, background information, needed materials, procedures, information about combining with related academic subjects, and use of specific student skills. Suggestions for student evaluation and extended learning activities are included. A glossary and additional resources also are included. This guide contains many illustrations and maps. (LP)

**ED 349 141** RC 018 790

Sigman, Marilyn And Others

**Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12.**

Alaska State Dept. of Fish and Game, Fairbanks; Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date—[Mar 91]

Note—162p.; For related documents, see RC 018 788-789. Document has uneven type quality.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Alaska Natives, Class Activities, Conservation Education, \*Curriculum Guides, Ecology, \*Environmental Education, Instructional Materials, \*Learning Activities, Secondary Education, Secondary School Curriculum, \*Wildlife

Identifiers—\*Alaska, Habitats, \*Wetlands

This curriculum guide was designed to give students at the secondary level an awareness of Alaska's wetlands and the fish and wildlife that live there. The guide is divided into the following sections which include related learning activities: (1) definition and location of wetlands; (2) wetland functions in energy flow and ecological balance; (3) humans and wetlands, including Alaska Natives' approach to using wetland resources contrary to pollutions produced by industries; (4) issues, problem-solving, and action projects for wetland environment conservation; and (5) migratory birds and wetlands. Each learning activity consists of objectives, methods, background information, needed materials, procedures, information about combining with related academic subjects, and use of specific student skills. Suggestions for student evaluation and extended learning activities are included. A glossary and additional resources are also included. This guide contains many illustrations and maps. (LP)

**ED 349 142** RC 018 791

Stephens, E. Robert

**Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 92

Contract—RP91002002

Note—14p.; For a related document, see RC 018 792.

Available from—Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classification, Definitions, \*Educational Policy, Elementary Secondary Education, Federal Government, Federal Programs, \*Institutional Characteristics, Policy Formation, Public Schools, \*Rural Schools, \*School Districts

Identifiers—\*Indicators

Historically, policies and funding guidelines for most federal educational programs have not adequately recognized the diverse nature of rural schools. A dichotomy of rural and urban, or even a tripartite classification (urban, suburban, and rural) would mask the internal diversity of rural schools. Current efforts to understand the condition of public education in this country will fall short unless this diversity is acknowledged. The federal government, particularly the Department of Education, should take the lead in developing a policy-impact code for classifying the nation's rural school districts. A desirable policy-impact code would use variables that have demonstrated predictive value relevant to differences among rural districts, would include all rural school districts, and would be limited to a number of categories small enough to be recognized and understood easily. Other criteria may include content of indicators (relevance for policy formation) and data collection standards. Such criteria suggest a causal approach to indicator development that would include four classes of indicators: context (school and community characteristics); input (characteristics of students, staff, and fiscal input); process (school programs and services, class size, and leadership); and outcome (test scores, attendance and completion rates, and post-school outcomes such as employment). An initial literature review identified about 90 specific indicators arguably important enough for inclusion. (SV)

**ED 349 143** RC 018 792

Stephens, E. Robert

**Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.**

Appalachia Educational Lab., Charleston, W. Va.

Pub Date—Jun 92

Note—65p.; For a related document, see RC 018 791.

Pub Type—Information Analyses (070)—Opinion

Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Classification, Definitions, \*Educational Policy, Elementary Secondary Education, Federal Government, \*Federal Programs, \*Institutional Characteristics, Policy Formation, Public Schools, Rural Education, \*Rural Schools, \*School Districts

Historically, policies and funding guidelines for most federal educational programs have not adequately recognized the diversity of rural schools. A dichotomy of rural and urban, or even a tripartite classification (urban, suburban, and rural), would mask the internal diversity of rural schools. Current efforts to understand the condition of public education in this country will fall short unless this diversity is acknowledged. The federal government, particularly the Department of Education, should take the lead in developing a policy-impact code for classifying the nation's rural school districts. A desirable policy-impact code would use variables that have demonstrated predictive value relevant to differences among rural districts, would include all rural school districts, and would be limited to a number of categories small enough to be recognized and understood easily. Other criteria may include content of indicators (relevance for policy formation) and data collection standards. Such criteria suggest a causal-model approach to indicator development that would include four classes of indicators: context, input, process, and outcome. An initial literature review identified about 90 possible indicators, of which 36 were chosen. The National Center for Education Statistics should convene a study panel to consider the policy and technical issues involved in developing this federal classifica-

tion code. This paper contains 79 references and data tables detailing major education programs of various federal agencies. (SV)

**ED 349 144** RC 018 793

Kincaid, James M., Jr. Knop, Edward C.  
**Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report.**

Colorado State Dept. of Local Affairs, Denver.; Colorado State Univ., Fort Collins. Center for Rural Assistance.; Colorado Univ., Denver.; Kellogg Foundation, Battle Creek, Mich.

Pub Date—Apr 92

Note—103p.; For a related document, see ED 347 019.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Community Development, \*Cooperative Programs, Delivery Systems, Higher Education, Information Dissemination, \*Institutional Cooperation, Leadership Training, Program Evaluation, Rural Areas, \*Rural Development, Rural Education, School Community Relationship, \*Technical Assistance

Identifiers—Colorado

This report describes and evaluates the Colorado Rural Revitalization Project (CRRP). CRRP was established in 1988 as an experimental approach to institutional collaboration to provide community development services among selected rural communities of less than 5,000 people. CRRP consisted of a partnership among rural Colorado communities, Colorado State University, the University of Colorado, the Colorado Department of Local Affairs, and the W. K. Kellogg Foundation. CRRP focused on delivery of leadership training and technical assistance and providing a programmatic framework for delivery of research and educational information to rural areas. Data for evaluation were collected through observations, questionnaires, interviews, and document reviews. This report includes information on: (1) project background; (2) the project review process; (3) lessons learned or confirmed in CRRP community work; (4) a central project on inter-institutional relations; and (5) selected observations and implications of value to community development educators and consultants. This report indicates that CRRP was successful in assisting most of the 47 participating rural communities to achieve worthwhile progress toward their local revitalization goals. In addition, participating state institutions gained knowledge about community work and inter-institutional work. The appendices provide documentation on the evaluation procedure and questionnaires. (LP)

**ED 349 145** RC 018 794

Hecht, Jeffrey B. And Others  
**Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities.**

Pub Date—[22 Apr 92]

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Attitudes, Elementary Secondary Education, Factor Analysis, Parent Attitudes, \*Parent School Relationship, Program Effectiveness, \*Program Improvement, \*Public Opinion, Rural Education, \*Rural Schools, \*School Districts, \*School Effectiveness, School Support

This report examines the opinions of 726 registered voters in 5 small, rural mid-west school districts. The purposes of the study were: (1) to assess citizens' satisfaction with the school districts' programs and services; (2) to indicate strengths and weaknesses in the school districts' programs and services; (3) to identify problems facing the school district; (4) to indicate citizens' willingness to support new programs; and (5) to suggest alternative practices. Registered voters were randomly selected from the five school districts to complete the survey instrument. Data were analyzed with an exploratory factor analysis procedure. The analysis resulted in 12 significant factors, including "liking school," "students' need to work hard," and "the importance of co-curricular activities." The findings suggest that citizens' opinions were similar across school districts. When local citizens are satisfied, they are satisfied about most programs and services. Con-

versely, when they are dissatisfied, they are dissatisfied about most programs and services. School districts need to continually ascertain public opinion concerning the district and to keep the community informed about available programs and services. In addition, properly polled information can be extremely useful in soliciting public support for school reform efforts. (LP)

**ED 349 146** RC 018 795

Lopez, Linda C.  
**Mexican-American and Anglo-American Parental Involvement with a Public Elementary School.**

Pub Date—Mar 92

Note—13p.; Paper presented at the National Conference on Creating the Quality School (Norman, OK, March 30-April 1, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Anglo Americans, Mail Surveys, \*Mexican Americans, Parent Attitudes, Parent Influence, \*Parent Participation, \*Parent School Relationship, Parent Student Relationship, Parent Teacher Conferences, Primary Education, \*Public Schools

Identifiers—New Mexico

Parents of children attending a K-3 elementary school in New Mexico were surveyed by mail to examine Mexican-American and Anglo-American parental involvement in the school. Of 264 parents contacted, 24 Anglo-Americans, 19 Mexican-Americans, 1 African-American, and 6 individuals who did not identify their ethnic affiliation completed a questionnaire. Data were reported only for Mexican-American and Anglo-American parents. Results indicate that Anglo-American parents rated their children above average significantly more frequently than did Mexican-American parents. The most frequent type of involvement in the school, reported by both Anglo-American and Mexican-American respondents with annual incomes over \$10,000, was attending conferences with teachers. The second most frequent activity for these parents was attending school-sponsored events. The most popular activity for Mexican-American parents whose annual income was below \$10,000 was participation in fund raising projects for the school. The most frequent types of involvement for Anglo-American parents with annual incomes below \$10,000 were attending parent-teacher conferences and attending school-sponsored functions. The reasons for involvement differ between the two groups: Mexican-Americans get involved because their children wanted them to do so; whereas Anglo-Americans get involved because they "want to help." This study suggests that school personnel should encourage parental involvement since it is associated with improved student achievement. (LP)

**ED 349 147** RC 018 802

Benson, Delwin E. Manning, Jan  
**Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.**

Colorado State Univ., Ft. Collins. Dept. of Fishery and Wildlife Biology.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Aug 91

Note—29p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, \*Basic Skills, \*Behavioral Objectives, Curriculum Guides, Elementary Secondary Education, \*Outdoor Activities, Outdoor Education, \*Safety

Identifiers—Shooting Sports

This publication contains objectives that range from basic shooting sports safety and proficiency to more specialized activities. They can be applied to hunter safety education, 4-H shooting sports, scouting, and club or community activities for youth or adults. The specific learning objectives in each list have been grouped into learning priorities. Where applicable, safety is the first priority, followed by basic skills and knowledge, advanced skills and knowledge, and master skills and knowledge. The publication is organized into lists of objectives for each of the following subjects: (1) archery; (2) black powder; (3) decoy carving; (4) gunsmithing; (5) handgun; (6) hunting; (7) hunting dogs; (8) reloading; (9) rifle/airgun; (10) shotgun; (11) taxidermy; and (12) wildlife photography. Each list contains from 19-43 objectives and includes an instructor

reference. Directions are given for instructors to add their own objectives to the lists. The document contains illustrations. (KS)

**ED 349 148** RC 018 806

Cornell, George, Ed.  
**American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues.**

Native American Educational Services, Inc., Chicago, Ill.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, Ill.

Pub Date—92

Note—68p.

Pub Type—Reports - Research (143) — Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, \*American Indian Education, American Indian History, \*American Indians, \*Data Collection, \*Dropout Rate, Elementary Secondary Education, \*High Risk Students

Identifiers—Anonymity, \*Chicago Public Schools

Chicago American Indian students are not experiencing an effective education in the public school system. Over the centuries, educating American Indians has been ineffectively handled by missionaries, federal institutions, and public schools. American Indian students are educated in public schools, Catholic schools, or in special programs such as the federal Title IV/V program, the Audubon Schools Project, or the Truancy Alternative Optional Education Program. Although the American Indian population in Chicago has increased since the 1950s, there is a lack of accurate data on American Indians because the Indian population is still relatively small (only .2% among the Chicago student enrollment) and relatively silent. Data show that enrollment clearly drops off before and during high school. The general achievement norms for American Indian students fall behind national norms, although achievement is greater in the Catholic school system. A cohort dropout rate for American Indians in Chicago in 1986 was reported to be 70.8%. American Indian children in Chicago have all the risk factors associated with poor school achievement. Recommendations include: (1) creating a position of Director of American Indian Education; (2) involving parents; (3) expanding intervention programs; (4) inservicing teachers; (5) evaluating federal programs and adult education programs; (6) hiring American Indian teachers and staff; and (7) studying the success of Catholic schools. The report contains numerous figures, maps, photographs, and tables. (KS)

**ED 349 149** RC 018 811

McGreal, Rory And Others  
**Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance approuvoise: Un rapport de quatre ateliers sur la formation a distance tenus en fevrie 1991.**

Contact North, Sudbury (Ontario).

Pub Date—May 91

Note—90p.

Language—English; French

Pub Type—Collected Works - Proceedings (021) — Multilingual/Bilingual Materials (171)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Administrator Attitudes, American Indian Education, \*Canada Natives, \*Distance Education, \*Educational Needs, Federal Indian Relationship, Foreign Countries, \*French Canadians, Inservice Teacher Education, \*Principals, Rural Schools, Secondary Education

Identifiers—Ontario

This report summarizes activities and recommendations from workshops in Northern Ontario, Canada which were designed to inform principals of the details of the distance education initiative and to examine problems involved in the delivery and reception of distance education courses at the secondary level. Separate workshops were organized for Native Americans, Francophones, northwest Anglophones, and northeast Anglophones. It was apparent from the Native conference that distance education accessibility for First Nations communities has yet to be achieved. The foremost problem in organizing courses for delivery to secondary schools, both Francophone and Anglophone, is the coordination of needs and requirements among the participating school boards. There was also a strong demand for an organizing center for course delivery.



For each workshop, the report lists conference objectives, summarizes presentations, and lists recommendations resulting from working sessions. In addition, the report includes: (1) results of workshop evaluations; (2) lists of workshop participants; (3) tables of secondary school distance education equipment and locations; (4) information for course enhancement which entails purchase of equipment and materials; (5) a proposal form and budget form for course enhancement; and (6) a telephone reference of Contact North employees. (KS)

**ED 349 150** RC 018 813

Roff, Glenn

**Creativity in Crisis.**

Pub Date—[Feb 92]

Note—16p.; Paper presented at the Rural Education Research Association Conference (Alice Springs, Australia, February, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cooperative Programs, Creativity, Distance Education, \*Economic Factors, \*Educational Innovation, Elementary Secondary Education, Foreign Countries, Parent Attitudes, \*Rural Education, Rural Schools, \*School Business Relationship, School Community Relationship, \*Shared Resources and Services, Student Attitudes

Identifiers—\*Australia

This paper suggests that educational resources and opportunities currently in operation in rural Australia are brought forward during times of crisis. The paper discusses five aspects of education in rural Australia that are a response to the perceived sense of crisis and that have improved the general and comparative quality of rural education, including: (1) the increased potential for curriculum innovation, seen in such approaches as alternative scheduling and use of local resources; (2) the level of cross system cooperation by which schools share staff and technology to produce positive response from parents and students; (3) the administrative demands of the New South Wales Reform Act in such areas as technology and foreign language, which have been met through shared resources and distance education; (4) the positive outcomes from community closeness, which promotes social capital and the informal curriculum; and (5) the increased potential for school business enterprises with uniquely rural industries such as cultivation, tree propagation, animal husbandry, mussel farming, and aquaculture. (KS)

**ED 349 151** RC 018 817

Stiegelbauer, Suzanne

**The Individual is the Community; The Community is the World: Native Elders Talk about What Young People Need to Know.**

Pub Date—[Apr 92]

Note—19p.; Paper presented at the American Educational Research Association Meeting (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Acculturation, \*American Indian Culture, American Indian Education, American Indians, \*Community Role, \*Developmental Stages, Elementary Secondary Education, \*Experiential Learning, Foreign Countries, \*Intergenerational Programs, Learning Processes, Older Adults

This paper describes an image of the learner and the relationship of the learner to society from the perspective of a set of Mohawk and Ojibway Elders participating in an Elders and Traditional Teachers Advisory Council at a Native Center in Toronto. Information from the Elders is presented in the following sequence: (1) traditional views of childhood, growth, and the "path of life"—the kinds of stages individuals go through as they progress through life and the educational implications of these stages; (2) discussion of the importance of experience in the learning process; (3) qualities of individual action and growth as expressed in the notion of the Medicine Wheel, which conceptualizes life into "empowerment" and "consciousness" sides, emphasizing people's responsibilities to themselves and to each other; (4) discussion of the relationship of the individual to the community in terms of the kinds of attitudes and activities that contribute to becoming a responsible adult within society; and (5) commentary on how this traditional "image of the learner" relates to the philosophical views of other educa-

tional institutions. Approaches such as active learning, cooperative learning, child-centered learning, and multi-age grouping consider the child's need to explore, to learn from experience, to share with others and to learn to cooperate for the common good. The school as community can help the individual become stronger and individuals can help the community become stronger. (KS)

**ED 349 152** RC 018 818

Horwood, Bert

**Integration and Experience in the Secondary Curriculum.**

Pub Date—Jun 92

Note—17p.; Paper presented at the Annual Conference of the Canadian Society for Studies in Education (Charlottetown, Prince Edward Island, June 5-8, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adventure Education, English Curriculum, Environmental Research, \*Experiential Learning, Foreign Countries, Group Dynamics, High Schools, \*Integrated Curriculum, \*Learning Processes, Oral History, Outdoor Education, \*Parent Participation, Peer Relationship, Physical Education, Program Evaluation, \*Student Attitudes

Identifiers—Ontario, Wilderness

This report describes and evaluates the TAMARACK integrated curriculum package implemented in a high school classroom in Ontario (Canada). The program integrates environmental science, physical education, and English through experiential instruction. The highlights of the program were producing a magazine of oral history, wilderness trips in challenging and environmentally significant areas, and two experiments in local research laboratories under the direction of working scientists. Parents were actively involved with the class. To evaluate the program, pre-program interviews, mid-point interviews, and post-semester interviews with students and parents were audio-recorded. At the end of the semester, students were beginning to articulate a sense of unity and coherence within TAMARACK. Four transcendent qualities integrating the TAMARACK curriculum were identified: (1) complete process, which refers to students performing complete productive tasks involving a series of steps; (2) authenticity, which refers to the fact that their work was embedded in the real world; (3) community, which refers to relationships developed among classmates; and (4) responsibility, which involved responsibility to the group as well as the individual. Curriculum integration can be viewed as bringing different disciplines together into the same time or place or as transcending disciplines and focusing on a larger social and human perspective. (KS)

**ED 349 153** RC 018 823

Kleinfeld, Judith S. And Others

**Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."**

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies

Report No.—ISBN-1-877962-22-8

Pub Date—92

Note—242p.; Presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). A revision of "The Teacher as Inventor"; see ED 279 479.

Available from—Center for Cross-Cultural Studies, University of Alaska, Fairbanks, Fairbanks, AK 99774.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Correspondence Schools, \*Educational Innovation, \*Educational Resources, \*Educational Technology, Elementary Secondary Education, Enrichment Activities, Field Trips, \*Integrated Activities, Interdisciplinary Approach, \*School Community Relationship, \*Small Schools, Summer Programs

Identifiers—Alaska

This book highlights programs and ideas that take advantage of small classrooms and of other resources in the local environment. The programs demonstrate the inventiveness and imagination of teachers in small schools. The following chapters are contained in the book: (1) "Draw From All the

Resources in Your School," which includes information on such topics as tutorials, departmentalization, peer tutoring, educational technology, and scheduling; (2) "Explore the Education Available in the Community," which advocates using local talent, developing cultural heritage projects, providing community services, and starting student enterprises; (3) "Broaden Students' Experience with Travel Programs," which explains how to organize study trips; (4) "Academic Enrichment Programs," which describes creative programs in the arts, language arts, mathematics, science, and social studies; (5) "Interdisciplinary Programs," which highlights such programs as the National Diffusion Network and the Knowledge Master Open; (6) "Correspondence Study Programs," which provides information and contacts for correspondence programs; (7) "Practical Skills Programs," which describes programs that involve work experience, student organizations, community programs, urban survival skills, student exchange, and outdoor skills; (8) "Summer Programs," which highlights programs in health careers, college preparation, and fine arts; and (9) "Social Programs," which provides resources and contacts in the areas of substance abuse, suicide, and child abuse and neglect. The final section of the book contains sources of information relevant to small schools, including lists of clearinghouses and other organizations, publishers of journals and studies, and global education resources. This book contains photographs and illustrations. (KS)

**ED 349 154** RC 018 847

Gundara, Jagdish Jones, Crispin

**Long-Term Unemployed and the Elderly in Migrant Communities in Europe.**

Council for Cultural Cooperation, Strasbourg (France).

Report No.—ISBN-92-871-2019-6

Pub Date—92

Note—68p.

Available from—Manhattan Publishing Company, 1 Croton Point Ave., P.O. Box 650, Croton, NY 10520.

Pub Type—Information Analyses (070)

**EDRS Price - MF01 Plus Postage. FC Not Available from EDRS.**

Descriptors—\*Access to Education, Adult Education, Educational Gerontology, Educational Planning, Educational Policy, Ethnic Discrimination, Ethnic Relations, Foreign Countries, \*Migrant Adult Education, \*Migrants, Multicultural Education, \*Older Adults, Racial Discrimination, \*Role of Education, Social Isolation, \*Unemployment

Identifiers—Council of Europe (France), \*Europe

The educational needs of the long-term unemployed and elderly in Europe's migrant communities should be understood in a context of state diversity and migration complexity. This report examines the role education plays in alleviating long-term unemployment in Europe's migrant communities and socioeconomic isolation among older migrants. Compared to nonmigrant communities, figures show migrant communities' continued disadvantages in employment. Xenophobia, discrimination, and racism are all influential factors regarding migrant unemployment. Recently, however, governments and communities have created effective educational interventions, including some researched by the Council of Europe. Success rates are higher when four conditions are met: (1) students are motivated; (2) the "skills gap" and labor need are effectively identified; (3) general rates of unemployment are low; and (4) the status of training courses is perceived by participants to be high. A field survey of migrant households found that most older migrants lacked social support and social roles, were distressed by shame and guilt, and had lost contact with their families. Older migrant adults require effective educational models and professional services to help them combat a series of social, health, and psychological problems. New citizenship rights for migrants, a pan-European race-relations policy against discrimination and racism, along with further study are called for. (TES)

SE

**ED 349 155**

SE 052 123

**Decline of the Sea Turtles: Causes and Prevention.**

National Academy of Sciences - National Research Council, Washington, DC. Commission on Life

## Sciences.

Spans Agency—Department of Commerce, Washington, D.C.

Report No.—ISBN-0-309-04247-X

Pub Date—90

Contract—50-DGNC-9-00080

Note—295p.

Available from—National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 (\$14.95).

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biology, Conservation (Environment), Conservation Education, Data, Data Analysis, Data Collection, Data Interpretation, Demography, Ecological Factors, Ecology, \*Endangered Species, Environmental Education, \*Marine Biology, Marine Education, Research Reports, Scientific and Technical Information, \*Scientific Research, Trend Analysis, Wildlife, \*Wildlife Management

Identifiers—Atlantic Ocean, \*Environmental Issues, Gulf of Mexico, \*Sea Turtles, Turtles

A report submitted by the Committee on Sea Turtle Conservation, addresses threats to the world's sea turtle populations to fulfill a mandate of the Endangered Species Act Amendments of 1988. It presents information on the populations, biology, ecology, and behavior of five endangered or threatened turtle species: the Kemp's ridley, loggerhead, leatherback, hawksbill, and green sea turtle. The report includes an examination of the relationship between sea turtle and human activity for the purpose of providing information for an assessment of the effectiveness of and need for regulations requiring the use of turtle excluder devices (TED's) by commercial shrimp trawlers. The sources of turtle mortality investigated include activities involving fisheries, dredging, boat collisions, removal of oil platforms, and plastics and debris. Conservation measures are analyzed that seek to protect sea turtle habitat. The report includes the rationale and objectives of a recovery plan, and discussion about education and technology transfer. Appendices are as follows: (1) Endangered Species Act Amendment of 1988; (2) interim report, committee on sea turtle conservation; (3) illustrations of TEDs; (4) aerial survey data of sea turtles in fishing zones; (5) sea turtle stranding data; (6) shrimp fishing efforts; (7) annotated and chronological list of educational efforts on TEDs for fishermen by the National Marine Fisheries Service; (8) annotated and chronological list of educational efforts on TEDs for fishermen by Sea Grant; (9) newsletters and notices pertaining to TEDs; and (10) biographies of committee members. The conclusions drawn from the study suggest conservation measures including the use of TED's, and increased protection for the turtles. Recommendations are also made to improve data bases, establish long-term population surveys, and initiate experimental programs to increase population sizes. (319 references) (MCO)

ED 349 156

SE 052 326

Great Lakes Environmental Education. Special Report.

International Joint Commission, Windsor (Ontario). Great Lakes Regional Office.

Report No.—ISBN-1-895085-23-3

Pub Date—May 91

Note—17p.

Available from—International Joint Commission, P.O. Box 32869, Detroit MI 43232-2369 (free; limited copies of an accompanying videotape program are available on loan).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Citizen Participation, Citizenship Education, Critical Thinking, Curriculum Guides, Decision Making Skills, \*Environmental Education, Foreign Countries, \*Government Role, Government School Relationship, Information Networks, \*Marine Education, Marketing, Problem Solving, Program Development, \*Program Implementation, State Action, Teacher Education, Thinking Skills, Values, Water Resources

Identifiers—Environmental Action, Environmental Awareness, Environmental Ethic, Environmental Issues, Environmental Literacy, \*Great Lakes, Great Lakes Water Quality Agreement

The International Joint Commission report builds on a previous report to the Governments of the United States and Canada that recommended the Great Lakes (GL) States and Provinces incorporate

the GL ecosystem as a priority topic in existing school curricula. This report begins by building an argument showing the need for environmental education (EE) as a way to reduce the contradictions between societies' values and actions. It suggests that governments, industries, and the public work together to create an environmental ethic that prevents pollution, avoids ecosystem exposure to persistent toxic substances, and leads to specific funded programs to remediate existing environmental contamination. To this end, the commission recommends that EE include critical thinking skills and motivation development. Despite several constraints to the inclusion of environmental and GL education into the formal education system, the commission notes several education programs that have been created in the GL region. Described is the history of specific EE program development efforts including a pilot live-by-satellite television conference held in over 33 GL communities created to stimulate information sharing. This program focused on several educators and programs throughout the basin including the Visions 2020, NIMBI, Schoolship program, and the Rouge River Interactive Monitoring Project that spawned the creation of the Global Rivers Environmental Education Network (GREEN). The Commission recommends the following: (1) continued cooperative effort to develop and implement interjurisdictional agreements pertaining to EE; (2) government encouragement and financial support for a clearinghouse for EE materials, curricula, and development of EE curriculum guidelines; (3) educator developed curricula; and (4) financial support for and coordination of teacher training programs to build both teacher confidence and EE skills. (MCO)

ED 349 157

SE 052 386

Champagne, Audrey B. Cornbleth, Catherine

Interdisciplinary Approaches to Science Education: A Cognitive Analysis.

Pub Date—[91]

Note—26p.

Pub Type—Guides - Classroom - Teacher (052)—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, Elementary Secondary Education, \*History Instruction, \*Interdisciplinary Approach, \*Science Education, \*Science History, Science Instruction, Social Studies, \*Textbook Content

Identifiers—\*Philosophy of Science

While many claims have been made about the benefits of interdisciplinary approaches to science education, the contention is that little empirical data exist either to support or refute the claims. The demands of integrated approaches on students or teachers have not been subjected to either theoretical or empirical assessment. This paper presents a first step towards assessing the demands and considers the results of the assessment for the practice of interdisciplinary school science. The analysis is limited to the integration of natural sciences, history, and philosophy. In grades K through 6 or 9, the potential exists for the integrated study of natural sciences. However, from a content analysis of general science and social studies textbooks, topics are expressed serially and fail to expose students to the intellectual relationships among them. The history of science and philosophical foundations of science are poorly integrated in both science and social studies textbooks. In the analysis of tests, another reliable indicator of curriculum, there are few items that explicitly test for student understanding of the intellectual relationships among the natural sciences or their methods of inquiry. The paper discusses the historical case study approach, the problem/issue centered approach to integration, and pedagogical approaches to integration. The posited cognitive outcomes and cognitive demands of integration are presented. (Contains 62 references.) (PR)

ED 349 158

SE 052 405

Kindfield, Ann C. H.

Biology Diagrams: Tools To Think With.

Pub Date—Apr 91

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biology, Diagrams, Educational Research, \*Genetics, Higher Education, \*Problem Solving, \*Protocol Analysis, \*Qualitative Research, Science Education, Science Instruction,

## Thinking Skills

Identifiers—Chromosomes, \*Expert Novice Problem Solving, \*Microanalysis

Subcellular processes like meiosis are frequently problematic for learners because they are complex and, except for the extent that they can be observed under a light microscope, occur outside of our direct experience. More detailed characterization of what underlies various degrees of student understanding of a process is required to more fully inform the design of useful instruction. This qualitative study used microanalytic techniques to characterize expert/novice reasoning on meiosis, with the primary focus on the role played by domain-specific diagrams. Three groups, labelled the expert group, experienced novices, and inexperienced novices, were created based on their expertise in genetics and were each composed of five subjects. Subjects were asked to think aloud as they solved genetics problems. Follow up questions were used to have the participants elaborate on the biological concepts mentioned and diagrams drawn. Results indicate that experts create chromosome diagrams that are more fine-tuned to the relevant biology and use them to: (1) support internal thought processes; (2) record information; (3) check preceding reasoning; and (4) illustrate components of their problem solutions. Based on the research, the paper recommends that instruction concerning expert pictorial skills and reasoning should be incorporated into meiosis instruction. Students should be assessed for both verbal and pictorial knowledge/reasoning. The appendixes include a review of meiosis and chromosome diagrams. (Contains 15 references.) (PR)

ED 349 159

SE 052 453

Tudge, Jonathan

Feedback as a "Zone of Proximal Development."

Pub Date—Apr 91

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Science, \*Feedback, \*Interpersonal Communication, Primary Education, \*Problem Solving, Science Education, Science Instruction

Identifiers—Vygotsky (Lev S), \*Zone of Proximal Development

Vygotsky argued that children's development is most likely to occur when, in the course of collaboration, assistance is provided within their zone of proximal development—the distance between what a child can achieve independently and what he or she can do with the assistance of a more competent member of their culture. This paper reports the results of a study exploring the impact of providing feedback with or without a partner in order to ascertain whether feedback can create a zone of proximal development. Participants in the study consisted of 180 children aged from 6 to 8, drawn from 3 public elementary schools in Salt Lake City, serving predominantly European-American middle and lower middle class students. A subsample of 48 students was used based on their level of thinking regarding a balancing problem. Students were placed in three groups: no partner, partner of same level of thinking, and partner with a higher level of thinking. Half of the students received feedback and the other half did not. Results indicate students who received feedback achieved significantly higher on the post-test. Having a partner did not prove to be more beneficial than not having a partner. Collaboration with a partner was helpful when feedback was not provided. (AA)

ED 349 160

SE 052 454

Haukoos, Gerry D. LeBeau, Dorothy

BIA Workshop: Toward Implementing Self-Determination in Teaching Cultural Science.

Pub Date—[91]

Note—21p.; Paper presented at the National Convention of the National Science Teachers Association (39th, Houston, TX, March 30, 1991).

Pub Type—Guides - Classroom - Teacher (052)—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Culture, \*Cultural Context, Elementary Education, \*Elementary School Science, Inquiry, \*Inservice Teacher Education, Postsecondary Education, Science Activities, Science Education, \*Science Instruction

**Identifiers—\*Hands on Science Activities**

The document claims that American Indians are the least represented culturally different population in science-related fields of study. In American Indian community schools, science is still taught using outdated conformity-and-assimilation strategies, which neglect consideration of Native American cultural views. The report describes a study conducted on a 2-week institute for 154 elementary teachers from 23 Indian Nations, that provided an opportunity to obtain new content and methods for teaching science and math. The objectives of this inservice program were to convince teachers that: (1) science was to be taught using an inquiry approach with hands-on manipulatives in a problem solving situation and (2) integration of culture with science was necessary. A pretest-posttest instrument focusing on the objectives was given to the teachers. Results indicate that there were statistically significant increases in participants' understanding of how science and American Indian culture can be integrated and in the valuing of hands-on student centered strategies. The addendum contains three representative activities: Canoe Construction, Mystery Soils, and How Worms Survive. (Contains 10 references.) (PR)

**ED 349 161** SE 052 899

**Junior High Environmental and Outdoor Education: Teacher**

Alberta Dept. of Education, Edmonton. Curriculum Branch.

Report No.—ISBN-0-7732-0468-7

Pub Date—91

Note—183p.

Available from—Learning Resources Distributing Centre, 12360-142 Street, Edmonton, Alberta T5L 4X9, Canada.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors—**Adolescents, Course Content, \*Course Descriptions, \*Course Evaluation, \*Course Organization, \*Curriculum Design, Ecology, \*Educational Resources, \*Educational Strategies, \*Environmental Education, Evaluation Methods, Field Trips, Foreign Countries, Global Approach, Grade 7, Grade 8, Grade 9, Integrated Curriculum, Interdisciplinary Approach, Lesson Plans, Models, Outdoor Activities, Outdoor Education, Resource Materials, Safety, Sequential Approach, Teaching Methods

**Identifiers—**Environmental Action, Environmental Awareness, Environmental Issues

This manual for Junior High Environmental and Outdoor Education courses specifically addresses the special needs of adolescent students. A program development model is organized around six elements: (1) outdoor core; (2) personal and group development; (3) environmental core; (4) outdoor expeditions; (5) environmental investigations; and (6) commitment to action. These elements, designed to be taught either as a single course or as a sequence program of up to 3 years, are integrated to develop three strands: outdoor, personal and group development, and environmental. These strands, in turn, are developed over three levels of experience: a foundation level, an exploration level, and an empowerment level. The manual is divided into eight chapters and an appendix that contains Alberta Education's policy on controversial issues and supplementary information sources. Chapter 1 introduces the course rationale, philosophy and the development process of general learner expectations, course organization, and planning considerations. Chapters 2 and 3 include content and development outlines and a compilation of pertinent resources. Chapter 4 provides guidelines for single- and multi-year program development. Chapters 5 and 6 provide model units for introductory, intermediate and advanced level units. The last two chapters concern safety considerations and evaluation techniques. The course is designed to shift from teacher-directed learning to teacher-facilitated activities and student-initiated action. Community involvement is encouraged and guidelines for utilizing resource people for group presentations is provided. (MCO)

**ED 349 162** SE 052 907

**Anderson, Norman D.**

**Hidden Treasures for Science Teaching: United States Patents.**

Pub Date—[92]

Note—16p; Figures 1 and 2 on pages 7 and 10 may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**Elementary Secondary Education, \*Inventions, \*Patents, \*Science and Society, Science Education, Science Education History, \*Science History, \*Science Instruction

United States patents are a source of historical information with many implications for science teaching. Using patents as science teaching devices has been largely ignored by science educators. Some of these devices can be easily modified for use in today's classrooms; in addition, patents serve as great examples of how our knowledge of science has increased at an ever increasing rate. Patents also provide interesting illustrations of the interaction of science, technology, and society. In the area of history of science and science teaching, patent records represent a valuable source of information. This document presents information about the United States patent process, doing a patent search, examining patent announcements and patents, and using patents in science teaching. This paper presents a table of famous patents including those of Morse, Goodyear, Gatling, Westinghouse, Pasteur, Edison, Eastman, Diesel, Ford, and Houdini. (PR)

**ED 349 163** SE 052 937

**Robitaille, David F. And Others**

**Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report.**

British Columbia Dept. of Education, Victoria.

Report No.—FCG-161; ISBN-0-77186-84965-6

Pub Date—91

Note—72p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**Educational Assessment, \*Elementary School Mathematics, Elementary Secondary Education, Estimation (Mathematics), Foreign Countries, Grade 4, Grade 7, Grade 10, Local Norms, \*Mathematics Achievement, \*Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Mathematics Skills, Problem Solving, Program Evaluation, Program Improvement, \*Secondary School Mathematics, Student Attitudes, Teacher Attitudes, Teaching Methods

**Identifiers—**British Columbia

This report of the fourth British Columbia Mathematics Assessment conducted in May 1990 is a condensed form of the technical report of the evaluation project. The report is divided into five sections. An introduction provides the rationale and purpose of the project and describes the organization and scope of the assessment. The second section describes the findings about students' and teachers' opinions concerning issues related to the teaching and learning of mathematics. The third section discusses students' achievement in mathematics on a topic-by-topic basis. It describes students' performance by establishing four achievement categories for each grade level according to the percentage of students that are able to perform those mathematical skills. Mathematical skills and knowledge for each of the categories at the different grade levels are described. The fourth section consists of a more detailed discussion of students' achievement according to the following five strands: number and operations, data analysis, geometry, measurement, and algebra. The final section presents conclusions and identifies four areas in which improvement is needed. The areas are: participation of women, implementation of the curriculum, teaching practices employed, and student outcomes. A "Highlights" section appears at the beginning of the document that identifies the questions addressed by the evaluation and a summary of the findings concerning students, teachers, students' achievement, and students' achievement on particular topics. Two appendices provide a description of the authors and several tables listing Review and Interpretation Panel members. (MDH)

**ED 349 164** SE 052 951

**Thiele, Rodney B. Treagust, David F.**

**Using Analogies To Aid Understanding in Secondary Chemistry Education.**

Pub Date—Jul 91

Note—14p; Paper presented at the Royal Australian Chemical Institute Conference on Chemical Education (Perth, Western Australia, Australia, July 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**\*Chemistry, Foreign Countries, Science Education, \*Science Instruction, Secondary

Education, \*Secondary School Science, \*Text-books

**Identifiers—**\*Analogies, \*Analogy, Australia

Analogies are believed to help students structure new knowledge and are considered to be especially useful for topics of an abstract or submicroscopic nature. Analogies, however, have also been identified as a factor in the students' misunderstanding of chemical concepts. This paper reports on the literature identifying the advantages and constraints of the use of analogies in chemistry education. The term "analogy" is defined and three types of analogies—verbal, picture, and personal—are described. Analogies are used in three major ways: to provide visualization of abstract concepts, to compare similarities of the students' real world with the new concepts, and to provide a motivational function. The following constraints of analogies are described: analog unfamiliarity, stages of cognitive development, and incorrect transfer of attributes. An examination of analogies found in textbooks currently used by Australian high school students is discussed with respect to these identified advantages and constraints. Results of the content analysis revealed that only 4.3 percent of the books had specific warnings or limitations on the use of analogies. Only 21 percent of the analogies presented included any statement identifying the strategy such as "an analogy," "analog," or "analogous." This study concludes that textbook authors may be underestimating the difficulties that students encounter when attempting analogical transfer. (Contains 15 references.) (PR)

**ED 349 165** SE 052 959

**50 Simple Things Kids Can Do To Save The Earth.**

Earthworks Group, Berkeley, CA.

Report No.—ISBN-0-8362-2301-2

Pub Date—90

Note—159p.

Available from—Andrews and McMeel, 4900 Main Street, Kansas City, MO 64112 (\$6.95).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC07 Plus Postage.**

**Descriptors—**Advocacy, \*Citizen Participation, Community Action, \*Conservation (Environment), Consumer Education, Elementary Education, Environmental Education, Investigations, Learning Activities, Letters (Correspondence), Life Style, Physical Environment, Solid Wastes, Water Pollution, Water Quality, \*World Problems

**Identifiers—**\*Environmental Action, Environmental Concepts, Environmental Issues, \*Environmental Protection

This book explains how specific objects in a child's environment are connected to the rest of the world; how using them affects the planet; and how the individual can develop positive habits through projects that are environmentally sound. The book is written for children. The material includes experiments, facts, and activities divided into eight topical sections: (1) ecological issues; (2) recycling; (3) water resources; (4) animal protection; (5) plants; (6) energy; (7) communication and action; and (8) ecological experiments. The first section follows a general format that includes the introduction of an environmental issue, some causes and consequences, and problem management techniques for children. Issues introduced in this way include acid rain, air pollution, disappearing animals, garbage, greenhouse effect, ozone hole, and water pollution. The activities in sections 2 through 7 follow a general format beginning with a quiz question and followed by a collection of facts, actions children can take, and extension activities or suggestions that often include addresses of organizations, or a bibliography for additional information. The last section contains a series of ecological investigations and activities pertaining to biodegradation, groundwater, smog, acid rain, junk food, values clarification, and papermaking. (6 references) (MCO)

**ED 349 166** SE 052 960

**50 Simple Things You Can Do To Save The Earth.**

Earthworks Group, Berkeley, CA.

Report No.—ISBN-0-929634-06-3

Pub Date—89

Note—99p.

Available from—Earthworks Press, Box 25, 1400 Shattuck Avenue, Berkeley, CA 94709 (\$4.95).

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors—**Advocacy, \*Citizen Participation, Community Action, \*Conservation (Environment), \*Consumer Education, Environmental



Education, \*Learning Activities, Life Style, Natural Resources, Physical Environment, Reference Materials, Solid Wastes, Water Quality, World Problems

Identifiers—\*Environmental Action, Environmental Concepts, Environmental Issues, \*Environmental Protection

This book presents a collection of ways for individuals and groups to combat specific environmental problems. It is divided into four sections. The first section provides a brief overview of environmental issues including the greenhouse effect, air pollution, ozone depletion, acid rain, extinction, groundwater pollution, solid waste, and energy and water conservation. The second section describes simple projects that facilitate the integration of an environmental consciousness into lifestyle choices cited as requiring the least amount of effort. Topics deal with junk mail, detergents, faucets, water heaters, paint, automobile tires, refrigerators, water conservation, gasoline, freon, batteries, grocery bags, toxic chemicals, lawn care, styrofoam products, pets, consumer product awareness, motor oil, and energy. The activities in the third section are cited as requiring a little more effort than those in section 2. Topics include recycling, pre-cycling, cloth diapers, landscaping, energy conservation, rain forests, pesticide alternatives, household hazardous wastes, and carpooling. The final section contains seven activities cited as requiring the most commitment to environmental health of all the activities in the book. Topics include composting, graywater, alternatives to automobile transportation, diet, recycling program development, and landscaping. Along with providing helpful tips on purchasing and using products, conservation techniques for natural resources, facts, and general information, the material includes addresses for organizations from which additional information can be obtained. (MCO)

ED 349 167 SE 052 965

Berlin, Donna F. White, Arthur L.

A Network for Integrated Science and Mathematics Teaching and Learning. NCSL Monograph Series, #2.

National Center for Science Teaching and Learning, Columbus, OH.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Sep 91

Contract—NSF-TPE-9050047; R117900062

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, Elementary Secondary Education, \*Integrated Curriculum, \*Interdisciplinary Approach, Mathematics Education, \*Mathematics Instruction, Science Education, \*Science Instruction, \*Teaching Methods

Identifiers—National Center for Science Teaching and Learning, \*Wingspread Conferences

This monograph presents a summary of the results of the Wingspread Conference in April, 1991 concerning the viability and future of the concept of integration of mathematics and science teaching and learning. The conference focused on three critical issues: (1) development of definitions of integration and a rationale for integrated teaching and learning of science and mathematics; (2) specification of guidelines for infusion of integrated teaching and learning of science and mathematics into school practice; and (3) identification of high priority research questions related to integrated teaching and learning of science and mathematics. The report indicates that working groups and other participants were unable to come to a consensus regarding the definition of "integration," but that a rationale for its infusion into school practice was developed at the conference. A document review reported at the conference indicated that 22 out of 423 citations in the field of integration concerned research. It is concluded that this paucity of research in the field sets a challenge for science education reformers. (MDH)

ED 349 168 SE 052 981

Trank, Dina Slavy, Ruth

Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures.

Pub Date—Mar 92

Note—10p; Paper prepared for the Annual Meeting of the National Association for Research in Science Teaching (March 1992).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, \*Cognitive Structures, Foreign Countries, \*Geometric Concepts, Geometry, Mathematics Education, \*Matter, \*Problem Solving, Schemata (Cognition), Science Education, Secondary Education, Thinking Skills

Identifiers—\*National Assn for Research in Science Teaching, \*Problem Structure

A study was conducted in Israel to determine effects of external similarity in problem structure on students' responses. Fifty students from each of the 7th, 8th, 10th, and 12th grade levels were presented with three problems involving successive divisions that were similar in structure. The problems asked separately whether the processes of continually halving a line segment, a copper wire, or a cup full of water would come to an end. The order of the questioning was varied to counterbalance the effect that order might have. Results indicated that the frequency of responses indicating that the process was infinite increased with grade level. Findings indicate that procedural similarity affected students' responses with 51% of the students giving the same response to all three problems. A study of response patterns revealed that figural similarity minimally affected students' responses with 16% of the students giving finite responses to the line segment and copper wire and an infinite response to the water problem, or vice versa. (MDH)

ED 349 169 SE 052 984

Stevenson, Frederick W.

Exploratory Problems in Mathematics.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0-87353-338-0

Pub Date—92

Note—178p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (\$16, 20% discount to individual members, bookstores, or quantity orders of 10 or more).

Pub Type—Guides - Classroom - Teacher (052) - Computer Programs (101)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Calculators, Computer Assisted Instruction, Creative Thinking, \*Creativity, \*Discovery Learning, Discovery Processes, Elementary Secondary Education, Enrichment Activities, Fractions, Geometric Concepts, Higher Education, Inquiry, \*Learning Activities, \*Mathematical Enrichment, Mathematics Education, \*Mathematics Instruction, Number Concepts, \*Problem Solving, Programming, Secondary School Mathematics, Thinking Skills

Identifiers—\*Discrete Mathematics

This book attempts to introduce students to the creative aspects of mathematics through exploratory problems. The introduction presents the criteria for the selection of the problems in the book. Criteria indicate that problems should: be immediately attractive, require data to be generated or gathered, appeal to students from junior high school to graduate school, involve fundamental mathematics concepts, have satisfying solutions, and suggest several other problems. Chapter 1 describes the exploratory process that includes an inductive phase, a deductive phase, and a creative phase. Chapter 2 illustrates this process in a problem incorporating the calculator in the exploration. All the problems in the book follow the same format. The format includes a paragraph about the problem, questions to be explored, and a suggested beginning for the exploration. Chapters 3, 4, and 5 describe three mathematical excursions that illustrate the format while demonstrating the power of calculators and computers in the process. Chapters 6, 7, and 8 present 60 problems in chapters entitled "Twenty Mathematical Excursions," "Twenty Mathematical Expeditions," and "Twenty Computer-assisted Explorations." The excursions are generally shorter and perhaps easier; the expeditions are more extensive and open ended; and the computer explorations need a programmable hand calculator or a computer. Explorations involve topics such as prime numbers, Fibonacci sequences, Pascal's triangle, continued fractions and chaos. A list of suggested readings has 22 entries. (MDH)

ED 349 170 SE 052 994

Ness, Margaret L. Erickson, Dianne K.

The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum De-

velopment and Leader Training Project for Middle School Teachers of Mathematics. Final Report.

Oregon State Univ., Corvallis. Coll. of Science.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Mar 92

Contract—R168D90164

Note—91p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Analysis of Covariance, \*Change Agents, Curriculum Development, Educational Change, Educational Strategies, \*Inservice Teacher Education, \*Instructional Innovation, Instructional Materials, Intermediate Grades, Junior High Schools, Lesson Plans, \*Mathematics Achievement, \*Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, Middle Schools, Multivariate Analysis, Staff Development, Student Attitudes, Teacher Attitudes, Teaching Methods

Identifiers—NCTM Curriculum and Evaluation Standards, \*NCTM Professional Standards for Teaching Math, Oregon

This document reports the results of The Oregon Mathematics Teachers of Middle School (TOMTOMS) project focused on improving the curriculum and the teaching of mathematics in middle school in support of recent calls for mathematics education reform. Twenty seventh-grade teachers, representing the geographic regions in Oregon, were chosen from a statewide pool of applicants to participate in the TOMTOMS project. The TOMTOMS program, divided over two summers, consisted of course work designed to increase the teachers' knowledge and skills in mathematics, curriculum design, curriculum implementation, leadership skills, teaching methods, and alternative assessment strategies. Following participation, data was collected on student achievement, students' beliefs and attitudes, teacher demographics, availability of curriculum materials, and teacher implementation of the curriculum reforms via a coded planning schedule called "the calendar." Seventeen of the 21 teachers who completed the project and used TOMTOMS teaching materials and their 289 students were subsequently compared to a control group of 13 seventh-grade teachers who used traditional text materials and their 200 students on students' achievement, as well as their beliefs and attitudes. Correlations of TOMTOMS teachers' use of new activities and teacher questionnaire responses with residual gains in students' achievement and students' attitudes and beliefs were also presented and discussed. Achievement test results analyzed using ANCOVA with the pretest as the covariate revealed no differences. MANCOVA analysis compared TOMTOMS class attitudes/beliefs with those of the control classes, using the fall scores as the covariate, and revealed no significant differences. Appendix titles include: (1) Symposium Agenda; (2) Student Achievement Test; (3) Student Questionnaire; (4) Teacher Instructions and Teacher Calendar; and (5) Teacher Questionnaire. (30 references) (MDH)

ED 349 171 SE 052 995

Burgess, Carla R. Ed.

Ripples: A Big Sweep Elementary Activity Guide.

North Carolina State Univ., Raleigh. Sea Grant Coll.

Report No.—UNC-SG-90-02

Pub Date—90

Note—40p; Illustrator: Linda Noble. Funding for publication provided by the North Carolina Wildlife Resource Commission, the North Carolina Wildlife Federation and the Wallop-Breaux Act.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizen Participation, Educational Games, Elementary Education, Environmental Education, \*Learning Activities, Physical Environment, Plastics, Pollution, Recycling, Resource Materials, \*Solid Wastes, Teaching Methods, Values, \*Water Pollution, \*Water Resources, Wildlife

Identifiers—Environmental Awareness, Environmental Impact, \*Environmental Issues, \*Stewardship

Littering is a careless act indicating lack of respect for the environment, other people, and wildlife. Through education people can learn the consequences of littering and how to stop doing it. This

book, designed for elementary children, presents a collection of 16 activities, ideas and resources concerning litter in the aquatic and marine environment. Some of the ideas can be modified for older or younger children. The format for each activity includes: (1) an introductory section that can be read to the class or group; (2) activity objectives; (3) time requirement and materials needed; (4) procedure and extension activities; and (5) a section that poses questions for reflection and discussion to explore opinions, positions, and ethics and environment. A glossary provides definitions of words used in the activities. A resource section that lists agencies and groups where additional information and assistance can be obtained and a materials section that lists supplemental curricula, audio-visual aids and information are provided. (MCO)

ED 349 172 SE 053 006

Heimlich, Joe E.

**Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.**

Aseptic Packaging Council, Washington, DC.

Pub Date—[91]

Note—45p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Concept Formation, Critical Thinking, Decision Making Skills, Elementary Secondary Education, Environmental Education, Interdisciplinary Approach, \*Learning Activities, Problem Solving, Recycling, Resource Materials, \*Solid Wastes, Thinking Skills, \*Waste Disposal, \*Wastes

Identifiers—\*Packaging  
This book presents materials, activities, background information, and student handouts for conducting educational programs that allow students to explore packaging and handling practices as these relate to waste generation and management options. An educational approach used in the development of these materials is based on the idea that solid waste is one contemporary issue that is conducive to the development of childrens' critical thinking, problem solving and decision making skills. An introduction conveys a historical perspective of the changing nature of waste and waste disposal techniques. The materials are divided into six sections: (1) volume of waste generated; (2) options for handling waste; (3) decisions on packaging; (4) life cycle of product packaging; (5) the aseptic package; and (6) student handouts. The interdisciplinary design of the activities are appropriate for multiple grade levels. While not referenced by grade, the activities are structured so that content, discussion and activities may be adapted to particular classes. Many of these activities are cited as having been tested at varying levels from primary students through adult groups. Activity plans follow a general format beginning with objectives, methods, materials, procedures, and extension activities. (MCO)

ED 349 173 SE 053 009

Moore, William P., Ed.

**Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991.**

Kansas City School District, Mo.

Pub Date—Oct 91

Note—32p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Desegregation Plans, Enrollment, Grade 6, Intermediate Grades, Language Skills, \*Magnet Schools, Mathematics Achievement, Mathematics Skills, Middle Schools, National Norms, \*Program Descriptions, Program Evaluation, \*Racial Differences, Reading Achievement, Reading Skills, \*School Desegregation, Summative Evaluation

Identifiers—Kansas City Public Schools MO  
Evaluations of the "Long-Range Magnet School Plan" court-ordered desegregation program occur in 3 year cycles. This report evaluates the programs of three Science and Mathematics Magnet Middle Schools in operation in Kansas City, Missouri. After presenting a program description and evaluation design, enrollment and achievement trends at the three schools during 4 years of operation are reported. Minority and non-minority students from sixth through eighth grade were examined for patterns of achievement performance on the following standardized tests: Iowa Tests of Basic Skills (ITBS), Missouri Mastery and Achievement Test-

ing (MMAT), and Degrees of Reading Power (DRP). Two intact groups of students, enrolled continuously for 3 years, were tracked from the sixth grade to the eighth grade for patterns of achievement on the ITBS. Examination of achievement data indicated differences in achievement between minority and non-minority students in favor of non-minority students. The researchers reported that this finding supported the conclusion that the magnet program continues to impact non-minority achievement to a greater extent than minority achievement. Findings of the most recent cohort group, with the exception of reading achievement, indicated that this discrepancy may have been reduced substantially. Results from ANCOVA with a sample of district middle school students as a comparison group indicate few significant differences between math/science students and comparison students. The researchers concluded that without substantial improvement in minority achievement, the program has not completely fulfilled its' mission. (MDH)

ED 349 174 SE 053 017

Simon, Martin A.

**Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education.**

Pub Date—Apr 92

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Development, Cognitive Processes, Cognitive Structures, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Learning Processes, Learning Strategies, \*Mathematics Education, \*Mathematics Instruction, \*Models, Preservice Teacher Education, \*Teacher Education, Teaching Methods

Identifiers—\*Constructivist Learning

This paper presents a framework utilized in two research projects for mathematics teacher learning based on what is understood about students' mathematics learning. The framework is grounded in a social constructivist perspective and builds on Karpus' Learning Cycle. A framework for mathematics education identifies a learning cycle that progresses through the following stages: exploration of a mathematical situation, discussion leading to concept identification, and application and extension of new ideas. Labeled as Learning Cycle One, the paper describes how this framework can then be applied to mathematics teacher education in a sequence of five learning cycles. Learning Cycle One, as applied in teacher education, affords preservice or inservice teachers the opportunity to participate as students in mathematics instruction. The teachers' mathematics learning serves as the exploration stage in Learning Cycle Two in which teachers' mathematics learning becomes the object of the exploration, concept identification, and application of Learning Cycle One. Learning Cycle Three sees the same cycle applied to students' learning of mathematics. Learning Cycle Four focuses on learning about the planning of mathematics instruction. Learning Cycle Five focuses on the aspects of teaching mathematics that involve interacting with students in both individual and group situations. The author draws the parallel between learning mathematics and learning to teach mathematics and offers the framework as a structure for thinking about the process of mathematics teacher education. (Contains 11 references.) (MDH)

ED 349 175 SE 053 018

Simon, Martin A. Blume, Glendon W.

**Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers.**

Pub Date—Apr 92

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Concept Formation, Elementary Education, Elementary School Teachers, Geometric Concepts, Higher Education, \*Learning Processes, Mathematical Concepts, \*Mathematical Models, Mathematics Education, Mathematics Teachers, Measurement, \*Preservice Teacher

Education, \*Ratios (Mathematics), Teacher Characteristics

Identifiers—Constructivist Learning, Slope (Mathematics), Subject Content Knowledge

Research has demonstrated that people have difficulties recognizing ratio relationships involving multiplication. This paper is divided into four sections. The first section describes a study that was part of the three-year study of the mathematical and pedagogical development of prospective elementary teachers. The classroom teaching experiment involving 26 prospective elementary teachers employed constructivist teaching methodology to teach the concept of ratio-as-measure. Instruction was divided into two units. The first involved the development of understanding of the area of a rectangle as a multiplicative relationship between the sides. The second was a unit on the mathematical modeling of the concept of slope in order to learn to model situations with ratio. Researchers' analyses of videotapes of the classroom session led to the development of models of students' understanding. The second section presents and discusses three anticipated difficulties encountered by the students in the exploration and discussion of slope: the notion of negative slopes, an inability to understand the relationship between the mathematical model and the situation that it models, and the inability to explore the validity of two methods presented to represent slope. The third section discusses the relationship between the students ability to understand the concept of ratio-as-measure and the larger concept of students' ability to understand mathematization, that is the process of mathematical modeling. In conclusion, mathematization of real world situations is a building block of the concept of ratio-as-measure. A suggestion is made for the development of mathematization throughout the mathematics curriculum. (18 references) (MDH)

ED 349 176 SE 053 042

**Planning a Safe and Effective Science Learning Environment.**

Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date—89

Note—83p.

Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 (\$4).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Field Trips, \*Laboratory Equipment, Laboratory Experiments, \*Laboratory Safety, \*Safety, Science Activities, Science Education, \*Science Instruction, \*Science Laboratories

Identifiers—Texas

An environment appropriate for activity-oriented science is one that contains sufficient work space, equipment, and materials for students to practice and master the essential elements. This publication was developed to aid Texas school administrators, teachers, and architects to upgrade existing science facilities or plan new ones for kindergarten to grade 12. Chapter titles are as follows: (1) Overview of the Science Program; (2) Elementary School Science Facilities; (3) Middle Junior High School Facilities; (4) High School Science Facilities; (5) Computers in the Science Laboratory; and (6) Sample Floor Plans for Science Facilities. The chapters give details on science equipment needed, safety features that are necessary, and characteristics of science instruction. Appendix A, "Conditions of Instruction," is a National Science Teachers Association document pertaining to recommended work conditions for science teachers. Appendix B outlines state laws and regulations that apply to safety in science education and lists addresses of organizations that can help improve the safety of the classroom. The last appendix contains a laboratory safety checklist for science teachers. (PR)

ED 349 177 SE 053 099

Caduto, Michael J. Bruchac, Joseph

**Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teachers' Guide.**

Report No.—ISBN-1-55591-088-2; ISBN-1-55591-107-2

Pub Date—91

Note—359p.

Available from—Fulcrum Publishing, 350 Indiana Street, #250, Golden CO 80401 (children's book—\$19.95; teacher's guide \$9.95).

Pub Type—Collected Works - General (020) —

Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*American Indian Culture, American Indian Literature, American Indians, Class Activities, Conservation (Environment), Ecology, Elementary Education, \*Environmental Education, Experiential Learning, Learning Activities, \*Legends, Lesson Plans, Natural Resources, Story Reading, Story Telling, Teaching Methods, Values Education, \*Wildlife

**Identifiers**—Environmental Awareness, \*Native Americans

Twenty-four stories in this book provide a program of study in Native North American Indian culture. The stories introduce the concepts of wildlife ecology and environmental and stewardship issues concerning animals, habitat, and natural history. The field-tested activities encourage creative thinking and synthesis of knowledge and experience by involving children, ages 5 through 12, in creative arts, theater, reading, writing, science, social studies, mathematics, and sensory awareness. The book is divided into two parts. The introduction and part I offer suggestions for facilitating the use of stories, guided fantasies, puppet shows and activities, as well as caring for animals in captivity. In part II, 15 stories introduce activities that directly follow from the story. A discussion section provides background information on the topics it introduces and questioning techniques that bridge stories and activities. A separate teacher's guide offers further background by discussing the nature of Native North American stories and cultures from which these particular stories come. It also considers the educational philosophies and approaches upon which the book is based. A section in the teacher's guide provides lists of books for learning about Native North Americans, animals and earth, as well as guides to environmental and outdoor education, to values education and to facilitating storytelling. There is also a section in the teacher's guide that lists resources for further inquiry for both children and adults covering the Native North American group(s) from which the story(ies) in each chapter come, and the animals and other environmental topics addressed in each chapter. (MCO)

**ED 349 178** SE 053 118

Wilson, Alana J.  
**Biology for Schools. Selected Teaching Aids.**  
Library of Congress, Washington, DC. Science and Technology Div.  
Pub Date—Apr 92  
Note—16p.  
Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors**—Annotated Bibliographies, \*Biology, \*Educational Resources, Elementary Secondary Education, Science Activities, \*Science Education, Science Fairs, Science History, \*Science Instruction

**Identifiers**—Hands on Science Activities

The teaching materials listed in this annotated bibliography emphasize an observational and hands-on approach to awakening student interest in the world of biology. The sources that are for teachers and students, can be used to create lessons, prepare units, or develop concepts to stimulate learning. Books on science fairs and projects are included, as well as a list of organizations (with phone numbers and addresses) that can supply additional information and materials. Resources are organized under the following headings: (1) Introductions and History of Biology, (2) Biology Activities, and (3) Specialized Works, that include the subheadings Botany; Ecology; Genetics; Human Body; Paleontology/Evolution; Zoology; Science Activities; Science Events, Fairs, and Projects; Teaching Aids and Sourcebooks; Periodicals; and Multimedia Resources. (PR)

**ED 349 179** SE 053 185

**Guidelines for Teaching Calculus.**  
Texas Education Agency, Austin. Div. of Curriculum Development.  
Report No.—GEO-621-03  
Pub Date—90  
Note—56p.

Available from—Publications Distributions Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 (\$1.00).  
Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Calculators, \*Calculus, College Mathematics, Computers, \*Course Objectives, High Schools, \*Learning Activities, Mathematical Concepts, Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, \*Mathematics Tests, Secondary School Mathematics, Teaching Guides, Teaching Methods  
**Identifiers**—Limits (Mathematics), \*Texas Education Agency

This course guide for calculus offered at the high school level begins with an overview of the course. The overview includes a rationale for including calculus in the high school curriculum, a description and rationale of calculator and computer use in the calculus class, the desired qualifications and characteristics of calculus teachers, prerequisites for students entering calculus, and the basis on which credits are awarded to calculus students. The guide is divided into three sections. The first section describes the essential elements of the calculus course based on the Advanced Placement Calculus AB course as approved by the State Board of Education, a list of the course objectives for the first and second semesters, and a series of 10 sample activities for the teacher. The activities each identify the topic covered, the sample objective to be accomplished, background information for the activity, the instructional approach employed, and the technology utilized. The second section contains nine sample tests for various calculus topics that can be adapted for the specific needs determined by the teacher. The third section provides the following resource lists: advanced placement material available from the Advanced Placement Program; State-Adopted Textbooks; supplementary textbooks; reference materials; software; and professional associations providing information, materials and/or conferences related to the teaching of mathematics. (MDH)

**ED 349 180** SE 053 186

LeBlanc, John F. And Others  
**Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview.**  
Indiana Univ., Bloomington. Mathematics Education Development Center.  
Spans Agency—National Science Foundation, Washington, D.C.  
Pub Date—Jun 92  
Contract—TEI-8751478

Note—32p.; For volumes II-V, see SE 053 187-190.  
Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Elementary Education, \*Elementary School Mathematics, Elementary School Teachers, Higher Education, Instructional Materials, Lesson Plans, Material Development, Mathematics Education, \*Mathematics Instruction, \*Mathematics Teachers, Methods Courses, \*Preservice Teacher Education, \*Problem Solving, Resource Materials, \*Teacher Education Curriculum, Teaching Methods, Videotape Recordings  
**Identifiers**—Subject Content Knowledge

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with primary focus on improving the university training of preservice teachers (PSTs) in mathematics. The goals of the PETTM Project included: (1) improving teacher preparation through a problem-solving focus in university mathematics courses; (2) developing a program to prepare students who wish to make mathematics their field of concentration; (3) developing jointly a plan for intensive early field experiences for all prospective teachers in local school districts; and (4) establishing support mechanisms to help practicing teachers: (1) broaden their views of the nature of mathematics, and (2) utilize innovative teaching techniques for improving their pupils' mathematical thinking skills and use of problem-solving strategies. The PETTM Project was comprised of four components: the "Content Component," the "Methods Component," the "School Component," and the "Research and Evaluation Component." This document, volume I of the project's 5-volume final report, provides an overview of the entire project. An introductory section includes the background and rationale for the project and a description of the four components of the project. Two sections provide lists of publications and presentations related to the PETTM Project. The final section describes educational products resulting from the project in three

categories: (1) products related to the content component of the project; (2) products related to the methods component of the project; and (3) products related to the school component of the project. (MDH)

**ED 349 181** SE 053 187

Lester, Frank K., Jr. And Others  
**Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component.**  
Indiana Univ., Bloomington. Mathematics Education Development Center.  
Spans Agency—National Science Foundation, Washington, D.C.  
Pub Date—Jun 92  
Contract—TEI-8751478

Note—36p.; For volumes I-V, see SE 053 186-190.  
Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Cooperative Learning, Curriculum Development, Elementary Education, \*Elementary School Mathematics, Evaluation Methods, Higher Education, Instructional Materials, \*Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, Mathematics Teachers, \*Preservice Teacher Education, \*Problem Solving, Student Role, Teacher Role, Teaching Methods  
**Identifiers**—Finite Mathematics, Subject Content Knowledge

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with its primary focus on improving the university training of preservice teachers (PSTs) in mathematics. This document, volume II of the project's final report, describes the "Content Component" of the program. An introductory section provides the background and rationale for the project and a description of its four components. An overview of the content component is given followed by a description of M118, a required finite mathematics course for elementary education majors. The next section describes T104, a newly developed mathematics course for PSTs with problem solving and exploration at its core. Publications and presentations related to the content component and a description of related instructional products are provided. (MDH)

**ED 349 182** SE 053 188

LeBlanc, John F. And Others  
**Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component.**  
Indiana Univ., Bloomington. Mathematics Education Development Center.  
Spans Agency—National Science Foundation, Washington, D.C.  
Pub Date—Jun 92  
Contract—TEI-8751478

Note—34p.; For volumes I-V, see SE 053 186-190.  
Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Curriculum Development, Educational Diagnosis, Elementary Education, \*Elementary School Mathematics, Elementary School Teachers, \*Field Experience Programs, Higher Education, Instructional Materials, Mathematics Education, \*Mathematics Instruction, Mathematics Teachers, \*Methods Courses, \*Preservice Teacher Education, \*Problem Solving, \*Teacher Education Curriculum, Teaching Methods, Tutorial Programs, Tutoring

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with its primary focus on improving the university training of preservice teachers (PSTs) in mathematics. This document, volume III of the project's 5-volume final report, describes the "Methods Component" of the project. The report is divided into four sections: an introductory section providing the background and rationale for the project and a description of its four components, and three sections describing respectively the early field experience associated with the mathematics methods course, the Math Tutorial Program designed to give volunteer PSTs the opportunity to gain additional experience with children while refining their teaching skills, and the design, construction, and utilization of the problem data bank developed for the course. Publications and presentations related to the methods component and a description of related



instructional products are provided. (MDH)

**ED 349 183** SE 053 189

Gorman, Jacqueline And Others

**Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component.** Indiana Univ., Bloomington. Mathematics Education Development Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jun 92

Contract—TEI-8751478

Note—54p.; For volumes I-V, see SE 053 186-190.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Affiliated Schools, \*College School Cooperation, Educational Innovation, Elementary Education, Elementary School Mathematics, Elementary School Teachers, \*Field Experience Programs, Higher Education, \*Inservice Teacher Education, Instructional Materials, Mathematics Education, \*Mathematics Instruction, Preservice Teacher Education, \*Problem Solving, Resource Materials, Teaching Methods, Videotape Recordings

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with its primary focus on improving the university training of preservice teachers (PSTs) in mathematics. This document, volume VI of the project's 5-volume final report, describes the "School Component" of the project. The "School Component" addresses project goals 3 and 4. The report is divided into eight sections. An introductory section includes the background and rationale for the project and a description of its four components. An overview of the school component and a profile of the elementary school chosen as the site are provided next, and subsequent sections describe interventions undertaken at the school to create a problem-solving atmosphere, teacher resource books and videotapes developed for instruction, immediate and long-term impact of the project on the school, and insights into the inservice process. Publications and presentations related to the school component and a description of related instructional products are provided. (MDH)

**ED 349 184** SE 053 190

Klosterman, Peter And Others

**Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component.**

Indiana Univ., Bloomington. Mathematics Education Development Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jun 92

Note—166p.; For volumes I-IV, see SE 053 186-189.

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Case Studies, College School Cooperation, Elementary Education, Elementary School Mathematics, Elementary School Teachers, Field Experience Programs, Higher Education, Instructional Materials, Mathematics Achievement, Mathematics Education, \*Mathematics Instruction, Mathematics Teachers, Mathematics Tests, \*Preservice Teacher Education, \*Problem Solving, Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes, Teaching Methods, \*Test Construction

Identifiers—Subject Content Knowledge

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with its primary focus on improving the university training of preservice teachers (PSTs) in mathematics. This document, the last of the project's 5-volume final report, describes the "Research and Evaluation" component of the project. The first four sections of this volume focus on data relating to the four main project goals. In addition, there is a section on the evaluation instruments that were developed and used in the project. A summary of the project evaluation indicates that the PSTs have formed beliefs that are conducive to teaching mathematics from a problem-solving perspective, that a working relationship with the local school district

did take place, and that the PETTM Project did have positive impact on teachers teaching and on students problem-solving abilities and attitudes. Six appendices comprising the bulk of the volume testing program) provide data on mathematical beliefs of PSTs, the Highland Park Teacher Questionnaire and results, profiles of five teachers, ISTEP (Indiana Statewide Testing Program) results, the Problem Solving Tests and results, and student belief interview schedules. (MDH)

**ED 349 185** SE 053 261

Haury, David L. Rillero, Peter

**Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research.** ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—30 Jun 92

Contract—R143347100796

Note—37p.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Suite 310, 1200 Chambers Road, Columbus, OH 43212 (\$6.25).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Education, \*Elementary School Science, Group Guidance, Intermediate Grades, Junior High Schools, \*Manipulative Materials, \*Science Activities, Science Education, Science Education History, \*Science Equipment, \*Science Instruction, Science Materials, Small Group Instruction

Identifiers—\*Science Process Skills

As the nation pursues the goal of becoming first in the world in science achievement among students, many are advocating an instructional approach that emphasizes activities and learning by doing. Instructional approaches in science education that involve activity and direct experience have become collectively known as hands-on science. This document presents 10 questions frequently asked by elementary and middle school teachers about hands-on science teaching and learning. Each question is followed by answers in three categories: responses from classroom teachers, thoughts from the curriculum and activity developers, and notes from the educational research and literature. The questions considered in this document are: (1) What is hands-on learning, and is it just a fad? (2) What are the benefits of hands-on learning? How do I justify a hands-on approach? (3) How does a hands-on science approach fit into a textbook-centered science program? (4) How can practicing teachers gain experience with hands-on methods? (5) Where do I find resources to develop hands-on activities? (6) How is hands-on learning evaluated? (7) What are some strategies for helping students work in groups? (8) How does or should the use of hands-on materials vary with age of students? (9) Hands-on science can be expensive. How do I get materials and equipment? (10) Where do you keep materials and equipment once you get them? Final comments note that different educators have different concerns related to each question, that none are as simple as they may first appear, and that the answers offered in this booklet will soon have to be supplemented by questions and answers more immediately related to local needs and priorities. (70 references) (PR)

## SO

**ED 349 186** SO 021 842

Zepper, John T.

**On the Road to a New School.**

Pub Date—90

Note—13p.; Paper presented at the Annual Meeting of the Educational Reform in International Perspective Conference (March 22, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Change, \*Educational Development, \*Educational History, Educational Objectives, Educational Philosophy, \*Educational Policy, \*Educational Practices, Elementary Secondary Education, Foreign Countries, Higher Education

Identifiers—Gorbachev (Mikhail), \*USSR

Reform of the Soviet Union's educational system was begun again in the 1980s under Mikhail Gorbachev with the goal of educating the Soviet citizen to function effectively in a newly restructured economy. This paper takes stock of the efforts to reform Soviet schools undertaken between 1984 and 1990. Soviet educators recognized that reconstruction of social and economic life, the reconstruction of secondary and higher education, and the course of reform of the entire educational system were intertwined. Among the problems with Soviet schools cited by educators were the lack of funding for education, poor facilities, the poor health of Soviet children, and the lack of relevance to their lives with which students viewed their education. The social studies teaching was in a state of crisis because students and educators questioned the value of teaching the communist ideology. The rigid academic curriculum in Soviet schools was cited as a further problem. Only 2.8% of the curriculum was devoted to electives; consequently, much of the curriculum has become useless and formalized for the students. Other problem areas discussed included vocational education, teacher education and training, and problems related to ethnic groups. (DB)

**ED 349 187** SO 021 891

Ridarelli, Carol Marie

**Intifada: Voices of the People in the Arab-Israeli Conflict.**

Pub Date—91

Note—10p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Arabs, Area Studies, \*Conflict, Ethnic Groups, Foreign Countries, \*International Relations, \*Jews, \*Peace, Secondary Education, Social Problems

Identifiers—\*Intifada, \*Israel

This paper presents material from interviews with Israeli Jews and Arabs concerning the Intifada (Palestinian uprising to gain freedom from Israeli rule); interviews were conducted during a visit to Israel. The material is offered to teachers interested in teaching about the Arab-Israeli conflict. An analysis of the interviews revealed several conclusions, including: there was very little personal interaction between Israeli Jews and Arabs, the majority of Jews interviewed were willing to give up land for peace, and the majority of Arab Israelis interviewed wanted peace and the freedom to choose their own destiny. A number of activities for teachers to conduct with students are suggested. (DB)

**ED 349 188** SO 021 892

Thompson, Kathryn F. B.

**Algunos Animales de Latino America = Some Animals of Latin America.**

Texas Univ., Austin. Inst. of Latin American Studies.

Pub Date—89

Note—58p.

Available from—Institute of Latin American Studies, University of Texas at Austin, Sid W. Richardson Hall 1.310, Austin, TX 78712 (\$2).

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052) — Multilingual/Bilingual Materials (171)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Animals, Bilingual Education, \*Bilingual Instructional Materials, Elementary Education, Foreign Countries, Instructional Materials, \*Latin American Culture, Learning Activities, \*Social Studies, \*Spanish

Identifiers—\*Latin America

Developed by the Latin American Culture Studies Project for educators of elementary level children, these materials are designed to teach students the Spanish and English names of animals found in Latin America. The lesson includes coloring sheets, duplicating masters, fact sheets, the card game Maymanguashi, and directions for preparation. (DB)

**ED 349 189** SO 021 893

White, Emily And Others

**The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment.**

Coro Foundation, New York, NY.

Pub Date—91

Note—36p.

Available from—Coro Foundation, 95 Madison Av.

enue, New York, NY 10016.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescent Development, \*Disadvantaged Youth, Grade 10, High Schools, \*Internship Programs, \*Program Evaluation, Student Experience, Youth Employment, Youth Opportunities, \*Youth Programs

Identifiers—Coro Foundation NY, I Have a Dream Program

In the summer of 1991, 24 students, members of an I Have a Dream (IHAD) program, took part in a pilot program to introduce them to the work force through internships augmented by a training program. The Coro Foundation was contacted by IHAD to run the training program, which was adapted to the needs of disadvantaged students entering 10th grade. This study focused on Coro's contribution to the pilot program. Over a 6-week period, the training included a week-long orientation followed by Friday seminars throughout July, and a final weekend retreat of approximately 12 days. This report analyzed the pilot program and curriculum, less as an evaluation than as an exploration of students' experiences and gains in knowledge, skills, and attitudes. A variety of instruments were used: questionnaires, interviews, observations, scrutiny of written work, and students' self-assessments. There was strong evidence that the students achieved considerable gains in knowledge, skills, and motivation. Students who had thought initially of businesses as owned by individuals or families adopted a whole new framework. They mastered vocabulary and concepts on the structures and roles of businesses. The majority of students cited significant gains in confidence in speaking in public and asking for information and help. Students' self-concepts improved dramatically. This assessment confirmed the value and timeliness of a training component for impoverished young people encountering institutional settings and job responsibilities for the first time. (Author/DB)

ED 349 190

SO 021 904

Brown, Naomi S.

Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members.

Pub Date—90

Note—20p; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict, \*Conflict Resolution, \*Peace, Psychological Studies, \*Psychologists, \*Psychology, Social Science Research, Surveys

Identifiers—\*Peace Psychology

This study was undertaken in an attempt to clarify and delineate the definition of peace psychology and the role of peace psychologists. Members of Division 48 of the American Psychological Association were asked to respond to three questions: (1) What is the definition of peace psychology? (2) How is peace psychology a psychology? and (3) What does a peace psychologist do? The survey revealed that peace psychology has different meanings, different units of analyses, and different applications for different people. While a diverse range of opinions exists, there does appear to be a general consensus regarding definition and application. The definition of the field of peace psychology that emerges involves psychologists who are professionally and personally committed toward studying and promoting peace within and between all levels of human relations. (DB)

ED 349 191

SO 022 006

Ryan, John Paul, Ed.

[Lawyers and Litigation in the Popular Culture.]

American Bar Association, Chicago, IL.

Pub Date—91

Note—18p.

Journal Cit—Focus on Law Studies: Teaching about Law in the Liberal Arts; v7 n1 Fall 1991

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights, Higher Education, \*Law Related Education, \*Lawyers, Liberal Arts, Mass Media, \*Popular Culture, \*Television, Undergraduate Study

This issue of Focus on Law Studies contains the following articles: "T.V. Law: Image versus Reality" (Suzanne Frenetz); "Teaching about Civil Rights in

the 1990's" (Cynthia Hamilton); "A Social History of Black Lawyers in Popular Culture" (Ric Sheffield); "Will the Real Lawyers Please Stand Up!" (Susan Adair Dwyer-Shick); "Equality, 'Political Correctness' and the Teaching of Law" (Gayle Binion); "Response to Professor Binion" (Albie Burke); and "Myth and Law in Integrated Studies" (Steven Spitzer, Stephen C. Hicks). A list of Mini-Grant Award recipients for 1991-92 and five book reviews also are included. (DB)

ED 349 192

SO 022 007

Clements, William

Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3.

American Bar Association, Chicago, IL. Commission on College and University Nonprofessional Legal Studies.

Pub Date—[91]

Note—10p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Design, \*Curriculum Development, Educational Strategies, \*Environmental Education, \*Environmental Standards, Higher Education, \*Law Related Education, Liberal Arts, Teaching Experience, \*Teaching Methods, Undergraduate Study

The goal of this paper is to develop ways that the relationships among law, society, and the broader environment can be incorporated into the liberal arts curriculum through law and society courses. Based on personal experience, the four central problems of technique and content which confront the instructor when trying to introduce environmental law into a law and society course are discussed. The four problems are: (1) The liberal arts and law—where lies the balance? (2) Selecting a strategy; (3) What are the key concepts? and (4) Instructional strategies. The six key areas that should be a part of the instructor's syllabus are identified: they are philosophy, law creation, social control, pollution, solid and hazardous wastes, and accident and risk. A 52-item reference list of suggestions for further reading, organized into several subject areas, is put forth. (DB)

ED 349 193

SO 022 008

Tillman, Robert

White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1.

American Bar Association, Chicago, IL. Commission on College and University Nonprofessional Legal Studies.

Pub Date—[91]

Note—6p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, \*Crime, Criminal Law, Educational Resources, Higher Education, \*Law Related Education, Undergraduate Study

Identifiers—\*White Collar Crime

This annotated bibliography of materials concerning white collar crime is directed at undergraduate students and instructors. Materials are organized into eight subject headings: (1) theoretical statements; (2) data sources; (3) financial institutions fraud; (4) environmental crimes; (5) workplace safety; (6) computer crimes; (7) miscellaneous case studies; and (8) regulation and punishment. The materials include books, monographs, statistics, films, videos, journal articles, and reports. (DB)

ED 349 194

SO 022 009

Nesteruk, Jeffrey Riser, David

Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.

American Bar Association, Chicago, IL. Commission on College and University Nonprofessional Legal Studies.

Pub Date—[91]

Note—9p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Business Education, \*Curriculum Design, Curriculum Development, Educational Strategies, \*Ethical Instruction, Higher Education, \*Law Related Education, \*Teaching Methods, Undergraduate Study

Identifiers—\*Business Law

This essay presents an examination of how the discipline of business law has developed in recent years, and then develops a model of business ethics. Business ethics is defined as the study of the body of common values and perceptions that inform business decision making and infuse its external environment. A four-part framework is suggested for teaching this model to students in a manner that provides them with a way of addressing and focusing their own interests. The four parts of the framework are: (1) ethical theory; (2) institutional frameworks; (3) organizational cultures; and (4) individual moral choice and responsibility. The kinds of issues and materials that might be used to present each of the four topics to students are suggested. A 24-item list of further readings is included. (DB)

ED 349 195

SO 022 045

Harding, Jan Apea, Emmanuel

Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and Young Women.

Commonwealth Secretariat, London (England).

Pub Date—90

Note—142p; Contributions by Kabiru Kinyanjui and Eddah Gachukia. Photographs may copy poorly.

Available from—Education Programme, Human Resource Development Group, Marlborough House, Pall Mall, London SW1Y 5HX, England, United Kingdom.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Developing Nations, \*Employed Women, \*Equal Opportunities (Jobs), Females, Foreign Countries, Professional Occupations, Science Careers, Science Education, \*Scientists, Sex Bias, Sex Discrimination, Technical Education, \*Technical Occupations, \*Technology

Identifiers—\*Africa

This resource book profiles over 40 African female scientists and technologists. The women are presented as role models for young women to help challenge the gender biases that prevent girls and women from entering scientific fields. The profiles of the women employed in scientific and technological fields include photographs and excerpts from interviews. The book also presents current data on the number of women in scientific and technological fields, suggestions for raising those numbers, and a review of career opportunities in science and technology. A list of references and three appendices also are included: (1) Women in education, training and employment; selected African countries; (2) Entry requirements for professional training and education; and (3) Sources of information. (DB)

ED 349 196

SO 022 046

Shah, Madhuri, Ed.

Without Women No Development: Selected Case Studies from Asia of Non-Formal Education for Women.

Commonwealth Secretariat, London (England).

Report No.—ISBN-0-85092-283-6

Pub Date—86

Note—155p.

Available from—Commonwealth Secretariat Publications, Marlborough House, Pall Mall, London SW1Y 5HX, England, United Kingdom (4 British pounds).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Case Studies, \*Developing Nations, Economic Development, Educational Planning, Educational Policy, Family Planning, Foreign Countries, Leadership Training, \*Nonformal Education, Rural Development, \*Womens Education

Identifiers—Bangladesh, India, Malaysia, Sri Lanka

This handbook presents 15 case studies on the non-formal education of women from four Asian countries: India, Bangladesh, Sri Lanka, and Malaysia. The goal of this publication is to provide information about education-related issues concerning women and girls and development. This information is intended for those people, in governmental and non-governmental agencies, who are concerned with the planning and administration of non-formal education programs. The case studies afford a variety of experiences in operating such programs for women, under different cultural, political, ethnic, and social conditions. The case studies are organized into sections by country with each section accompanied by an introduction that highlights the points of the case studies of the region. The types of

programs discussed include family planning, leadership training, self-reliance training, and rural development projects. (DB)

# ED 349 197 SO 022 051

**LRE and Juvenile Justice in the 90s.**  
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship. Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—91  
Contract—85-JS-CS-0003  
Note—14p.  
Journal Cit—LRE Project Exchange; v8 n2 Sum 1991

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Resources, Elementary Secondary Education, \*Futures (of Society), \*High Risk Students, \*Juvenile Justice, \*Law Related Education, Public Policy, Social Work, Social Workers, Special Needs Students, \*Youth Problems

This issue of LRE Project Exchange provides information about the programs that pioneered law-related education (LRE) in juvenile justice settings, lists resources that have proven effective with youth in those environments, and examines some of the issues that face juvenile justice professionals in the 1990s. The articles include: "Juvenile Justice and Public Policy: An Agenda for the 90s" (I. Schwartz); "Using Law-Related Education as an Intervention with 'High-Risk' Youth" (T. Buzzell); "LRE in a Detention Setting" (S. DeCencio); "LRE Resources for Juvenile Justice Settings" (P. Rider); "LRE in a Community Service Setting" (S. Phillips); "The Iowa Innovators" (R. Venaga); and "The D.C. Street Law Diversion Program" (J. Chinn). (DB)

# ED 349 198 SO 022 113

**Bouvier, Leon F. De Vita, Carol J.**  
**The Baby Boom—Entering Midlife.**  
Population Reference Bureau, Inc., Washington, D.C.

Report No.—ISSN-0032-468X  
Pub Date—Nov 91  
Note—39p.

Journal Cit—Population Bulletin; v46 n3 Nov 1991  
Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adults (30 to 45), \*Baby Boomers, Birth Rate, Demography, Futures (of Society), \*Population Education, Population Growth, \*Population Trends, Public Policy, \*Socioeconomic Influences, United States History, Young Adults

The U.S. baby-boom generation, born between 1946 and 1964, is the largest generation in the nation's history. Numbering over 80 million people in 1990, this giant generation has indelibly changed U.S. society, requiring adjustments in schools, labor markets, housing markets, and government programs. Perhaps more than any other institution, education has borne the brunt of changing patterns of U.S. fertility. Yet current education indicators suggest that the legacy of the baby boom—the broadening of educational attainment levels—could be slowly eroding. This paper takes a new look at the baby-boom generation as it enters middle age and reports on how well the generation is faring. The baby boom is not a single, unified group, but a collection of individuals whose experiences and expectations vary widely. The leading-edge baby boomers, for example, delayed marriage and childbearing and precipitated the baby bust. The trailing-edge baby boomers are now reproducing themselves and creating a baby-boom echo. Leading-edge baby boomers have fought hard for an ambitious agenda of social change; trailing-edge baby boomers have been criticized for their cynicism and apathy toward the political system. African-American baby boomers registered real gains in educational achievement, but continue to trail behind their white counterparts. Baby-boom women, despite successful inroads into the traditionally male-dominated job market, report lower incomes than baby-boom men. For the next 20 years, the baby-boom generation will be in its prime productive work years and will be laying the foundation not only for its own retirement, but also the nation's future. This paper looks at work and retirement patterns, the Social Security system, and health care issues. Discussion questions

for classrooms and others are included. (Authors/DB)

# ED 349 199 SO 022 125

**McFalls, Joseph A., Jr.**  
**Population: A Lively Introduction.**  
Population Reference Bureau, Inc., Washington, D.C.

Report No.—ISSN-0032-468X  
Pub Date—Oct 91  
Note—47p.

Journal Cit—Population Bulletin; v46 n2 Oct 1991  
Pub Type—Reports - Research (143) — Collected Works - Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Birth Rate, \*Demography, Global Approach, \*Human Geography, Migration, Mortality Rate, Population Distribution, \*Population Trends, World Affairs

The study of demography must begin with an understanding of the three sources of population changes: fertility, mortality, and migration. This paper leads prospective demographers—or anyone interested in population—through the dynamics of these three variables, introducing them to the forces that cause populations to grow or decline, and that determine the age, sex, or ethnic composition of a society. The effects of fertility, mortality, and migration in changing the geographic distribution of people in the world and in the United States are studied. The unprecedented global population growth that has occurred within the past few centuries is noted, as well as the prospects for future growth. Finally, the many critical population-related issues facing the world today are surveyed. A list of discussion questions concludes this document. (Author/DB)

# ED 349 200 SO 022 185

**Murphy, Carol J. Pescatello, Ann**  
**Scholars in the Schools: Implementation Handbook.**

California Council for the Humanities, San Francisco.

Pub Date—87  
Note—87p.  
Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Academic Rank (Professional), Educational Change, Educational Objectives, \*Humanities Instruction, Intermediate Grades, Liberal Arts, Middle Schools, Professors, \*Program Design, \*Program Implementation, Secondary Education, Secondary School Curriculum  
Identifiers—\*California, \*Scholars in the Schools Program

The Scholars-in-the-Schools program (SIS), previously known as Humanities-in-the-Schools (HIS), is designed to improve humanities education by placing humanities scholars in residence at a middle school or high school. The scholar works with teachers and students as a resource person in a variety of ways: as a curriculum consultant; lecturer; inservice provider; and as a coordinator for special activities such as field trips, film festivals, etc. The scholar's term of residency is dependent on the type of program the school is implementing, but usually involved a part-time commitment for at least a year. This document provides the history and description of the SIS program that was developed by the California Council for the Humanities (CCH), and discusses how a SIS program is implemented. The description of the model SIS program, developed by the CCH focuses on the objectives, key players, project activities, effectiveness of the program, and program costs. Implementation of a SIS program involves a great deal of planning. The major planning phases are the adoption decisions, the planning team, and the orientation seminar. Descriptions of SIS program monitoring and SIS program evaluation also are included. An appendix features sample evaluation instruments. (DB)

# ED 349 201 SO 022 236

**Makedon, Alexander**  
**The Social Psychology of Immigration: The Greek-American Experience.**

Pub Date—89  
Note—14p.; Paper presented at the Saloutos International Conference on the Greek-American Experience (Minneapolis, MN, May 11-13, 1989).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cultural Influences, \*Cultural Pluralism, Culture Contact, Ethnic Groups, \*Ethnicity, \*Greek Americans, \*Immigrants, Nationalism, Social Integration, Socialization, \*Social Psychology, Social Science Research

This paper contends that the experience of most ethnic immigrant groups, including Greek-Americans, who came to the United States involved a denial of ethnicity and culture in favor of conformity with the dominant Anglo-American culture. The experience of Greek immigrants in the United States is examined, including such aspects as the role of the Greek Orthodox Church and Greek immigrants fear of blacks. The pride in ethnicity is consistent with the values represented by U.S. constitutional principles; one need not deny one's native culture in order to be a true U.S. citizen. (DB)

# ED 349 202 SO 022 275

**Bobbett, Gordon C. Bobbett, Nan C.**  
**Music I Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools.**

Pub Date—91  
Note—30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 15, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—High Schools, Museums, Musical Instruments, \*Music Education, \*Rural Schools, Skill Development, Standardized Tests, Student Development, \*Student Educational Objectives  
Identifiers—\*Appalachia, Musical Independence

Using identified factors that affect students' musical outcomes, this research study examined how instrumental music students attending "good" rural Appalachian high schools compared to other instrumental students. "Good" refers to those 12 Appalachian rural school districts identified as the best out of 46 rural county school districts in Appalachian Tennessee and 32 county and 16 independent school districts in Appalachian Kentucky. Employing identified factors that affect students' musical outcomes, the study used the notion of "musical independence" to evaluate music outcomes. Musical independence was defined as the level at which an individual or organization required musical assistance. For example, a person who required much assistance in performing music would have low or moderate musical independence. The study had three specific purposes: (1) to evaluate the instrumental band students' musical independence (MI) at selected rural Appalachian high schools; (2) to compare students' MI level to their academic experiences, musical experiences, family environment, and practice/rehearsal activities; and (3) to develop musical independence benchmarks for instrumental students attending "good" rural Appalachian high schools. Band students at six rural Appalachian high schools participated in a two-part evaluation that involved administering the Instrumental Band Student survey (IBS) and Colwell's Music Achievement Test 3 (MAT3). The conclusions drawn from the study included: (1) socio-economic conditions are linked to students' musical outcomes; (2) Appalachian band directors and their instrumental students de-emphasize the promotion and development of musical skills; and (3) wasted student resources are an important educational issue. A 12-item reference list is included. (DB)

# ED 349 203 SO 022 284

**Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program.**  
Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Pub Date—92  
Note—14p.; For related documents, see SO 022 285-286.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary School Curriculum, Evaluation Criteria, Evaluation Methods, \*Grade 3, Language Arts, Learning Activities, Primary Education, \*Social Studies, \*State Programs, Student Educational Objectives, \*Student Evaluation, \*Writing Evaluation

Identifiers—\*Maryland School Performance Assessment Program

The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear on the 1992 Maryland School Performance Assessment Pro-



gram (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the area of social studies/language usage at the third grade level. This particular sample involves a series of activities that require student responses, all concerned with the hypothetical arrival of a new student from Japan who will attend the student's school. Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

**ED 349 204** SO 022 285  
**Sample Tasks and Scoring Tools, Grade 3: Social Studies, Reading, Language Usage, 1992 Maryland School Performance Assessment Program.**  
 Maryland State Dept. of Education, Baltimore. Div. of Instruction.  
 Pub Date—92  
 Note—16p.; For related documents, see SO 022 284-286.

Pub Type—Tests/Questionnaires (160)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Elementary School Curriculum, Evaluation Criteria, Evaluation Methods, \*Grade 3, Intermediate Grades, Language Arts, Learning Activities, \*Reading Comprehension, \*Social Studies, \*State Programs, Student Educational Objectives, \*Student Evaluation, \*Writing Evaluation

Identifiers—\*Maryland School Performance Assessment Program  
 The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear on the 1992 Maryland School Performance Assessment Program (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the areas of social studies, reading, and language usage at the fifth grade level. This particular sample involves a series of activities that require student responses to a fact sheet about snowy regions in the United States and a story about "Making Snowmen." Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

**ED 349 205** SO 022 286  
**Sample Tasks and Scoring Tools, Grade 8: Social Studies, Reading, Writing, Language Usage, 1992 Maryland School Performance Assessment Program.**

Maryland State Dept. of Education, Baltimore. Div. of Instruction.  
 Pub Date—92  
 Note—26p.; For related documents, see SO 022 284-285.

Pub Type—Tests/Questionnaires (160)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Evaluation Criteria, Evaluation Methods, \*Grade 8, Junior High Schools, Language Arts, Learning Activities, \*Reading Skills, Secondary School Curriculum, \*Social Studies, \*State Programs, Student Educational Objectives, \*Student Evaluation, \*Writing Skills

Identifiers—\*Maryland School Performance Assessment Program  
 The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear on the 1992 Maryland School Performance Assessment Program (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the area of social studies and language usage at the eighth grade level. This particular sample involves a series of activities that require student responses to materials concerning the concept of basic needs and ways groups meet those needs. Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

**ED 349 206** SO 022 287  
**Social Studies: Elementary Course of Study.**  
 Idaho State Dept. of Education, Boise.  
 Pub Date—Feb 88  
 Note—58p.; For a related document, see SO 022 288.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Citizenship Education, Educational Objectives, Elementary Education, \*Elementary School Curriculum, \*Social Studies, State Curriculum Guides, Student Educational Objectives

Identifiers—\*Idaho  
 The purpose of this course of study guide is to delineate content requirements needed to satisfy K-9 proficiency expectations in social studies for the state of Idaho. Local school districts are given the task of producing instructional guides based on this course of study. For each grade, K-6, a course description is outlined and critical components are identified. For each critical component, a goal and objectives for meeting that goal are described. A sample of the critical components for third grade are geography, history, economics, sociology/anthropology, government/citizenship, and science/technology. For grades 7-9, an informational outline is supplied for courses in world geography (eastern hemisphere), history of western civilization, and U.S. history. (DB)

**ED 349 207** SO 022 288  
**Social Studies: Secondary Course of Study.**  
 Idaho State Dept. of Education, Boise.  
 Pub Date—88  
 Note—27p.; For a related document, see SO 022 287.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Citizenship Education, \*Economics Education, Educational Objectives, Secondary Education, \*Secondary School Curriculum, \*Social Studies, State Curriculum Guides, Student Educational Objectives, \*United States Government (Course), \*United States History

Identifiers—\*Idaho  
 This course of study guide describes the social studies curriculum to be offered by Idaho schools for secondary students. The guide puts forth content requirements that local school districts need to meet. The following courses are covered: United States history, American government, and economics. The information for the courses includes a description, a list of critical components, and the goals and objectives for satisfying the critical components. For example, the critical components for the U.S. history course are identified as world expansion, the progressive era, World War I, the twenties, the world depression, World War II, American foreign policy in post World War II, turbulent times in America: 1960s-1970s, America's role in the world in the 1960s and 1970s, and challenges for the future. (DB)

**ED 349 208** SO 022 297  
**Wright, Lin Saldana, Johnny**  
**The Arizona State University K-6 Drama Theatre Curriculum Guide.**  
 Illinois Univ., Urbana. Council for Research in Music Education.  
 Pub Date—91

Note—248p.; A project of the research program at the University of Illinois site of the National Arts Education Research Center.

Available from—Council for Research in Music Education, School of Music, University of Illinois at Urbana-Champaign, 1114 West Nevada Street, Urbana, IL 61801 (58).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC10 Plus Postage.**  
 Descriptors—Curriculum Development, Curriculum Guides, \*Drama, Elementary Education, Elementary School Curriculum, \*Student Educational Objectives, \*Theater Arts

Identifiers—\*Arizona State University  
 This document features a curriculum guide for the development of K-6 theater course outlines. The guide establishes three major goals for drama/theater education and the concepts pertinent to each goal. The objectives relevant to each concept are identified and stated in behavioral terms. For each objective, student experiences pertinent to that objective are described. The progression of the guide is from goal to concept to objective to experience. Objectives and appropriate experiences are suggested for kindergarten, grades one and two, grades three and four, and grades five and six. The appendices include a glossary of terms used in drama/theater; a discussion of the theater events in the global community; sample course outlines for grades three and six; the names of the members of the writing team; drama tests for grades three and six; teacher

evaluation sheets for grades three and six and student self-evaluation sheets for the same grades. A detailed description of the process involved in the development of this curriculum guide also is included. (DB)

**ED 349 209** SO 022 309  
**Understanding California State Government. A Guide for High School Teachers: Preparing To Be Effective Citizens in California.**  
 California Council for the Social Studies.  
 Pub Date—91

Note—84p.  
 Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC04 Plus Postage.**  
 Descriptors—\*Citizenship Education, Curriculum Development, Decision Making, High Schools, Learning Activities, Social Studies, \*State Government, State History

Identifiers—\*California  
 Developed for California high school teachers, this guide is designed to help them clarify the role of the state government and improve students' understanding of the democratic process through their acquisition of knowledge, skills and attitudes. The guide provides the tools necessary to help students inform themselves about: current economic, demographic, agricultural, industrial, and political conditions; implications of the forces for change; governmental structure; issues directly affecting young people; and procedures to make government responsive to the needs of the people. The guide contains five chapters: (1) "The Special Challenge of Governing California"; (2) "The Structure of California Government"; (3) "Government Decision-Making in California: Politics, Lobbyists, and the Press"; (4) "The Legislator's Dilemma: The Ideal and the Reality of Decision Making"; and (5) "Making Government Work for You." Each chapter includes a narrative summary, a reading from primary sources and other supplementary materials that stimulate thought and discussion, topics for student research, and activities for the classroom. The activities are those that have been successfully used by California teachers in the classroom. A glossary and a 14-item bibliography also are included. (DB)

**ED 349 210** SO 022 313  
**Community of Learners.**  
 Warren Township Independent School District, Indianapolis, Ind.  
 Pub Date—91

Note—67p.  
 Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Citizen Participation, \*Citizenship Education, Educational Resources, Elementary Education, \*Elementary School Students, Learning Activities, Parent Child Relationship, Parent Participation, \*Parents as Teachers, Skill Development, \*Social Studies, Student Educational Objectives

Identifiers—Warren Township Independent School District IN

This guide invites parents of elementary students in an Indianapolis, Indiana school district to play an active role in helping their children to become productive citizens. The guide defines social studies, lists social studies skills, and outlines the various social studies strands. Fifty-six activities are suggested by which parents and children can learn about social studies. The activities are arranged by social studies topics and grouped according to what is most appropriate for each level. Resources available to parents in Indianapolis and the surrounding area are listed. Seven maps are included. (DB)

**ED 349 211** SO 022 320  
**Performance-Based Education Project: A Component of the Institutional Outcomes Model. Course Prototype, U.S. History 121 (HIS121).**  
 John Wood Community Coll., Quincy, Ill.  
 Pub Date—Sep 91

Note—154p.  
 Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC07 Plus Postage.**  
 Descriptors—Community Colleges, \*Competency Based Education, \*Course Descriptions, Course Evaluation, Educational Objectives, History Instruction, \*Instructional Effectiveness, Student Educational Objectives, Two Year Colleges, \*United States History

This document is an assessment of a performance-based education project that involved a United States history course, offered at a community college. Thirty-two student performance objec-

tives are outlined and lesson plans designed to achieve each objective are presented. Each lesson plan consists of an instructional topic, prerequisites, interest approach, performance objective, preassessment, learning experiences, post-test, references and resources, and notes. Topics covered in the course include political, social, and religious issues, commercial institutions, mobility, culture, labor, and foreign affairs. The text of the course is "The American People: Creating a Nation and a Society," Volume One, by Nash, Howe, Davis, and Winkler (1990). (DB)

**ED 349 212** SO 022 325  
Korra, Herb. Comp.  
Multicultural, Multicultural, and Multiethnic  
Calendar.

Warren Township Independent School District, Indianapolis, Ind.

Pub Date—91

Note—100p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Cultural Education, Educational Resources, Elementary Secondary Education, \*Ethnic Groups, Global Approach, \*Holidays, \*Multicultural Education, \*Religion Studies, Social Studies, World History  
Identifiers—Global Education

This guide features materials concerning ethnic and religious groups and the annual dates important to those groups. Specifically, the guide contains an index of religious holidays; a list of the historical dates important to Buddhism, Confucianism, Christianity, Hinduism, Islam, and Judaism; and a calendar that lists, by month, cultural and religious holidays and events that are important to various ethnic groups. Activities for utilizing these materials in the classroom also are suggested. (DB)

**ED 349 213** SO 022 326  
Soren, Barbara J.

Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.

Pub Date—92

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1992).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Art Education, Cultural Activities, Cultural Awareness, \*Cultural Centers, \*Cultural Education, \*Cultural Enrichment, \*Cultural Opportunities, \*Educational Objectives, Elementary Secondary Education, Foreign Countries, Lifelong Learning, Museums, Role of Education, Teaching Methods

Schools, museums, and performing arts organizations each have roles to play in educating the public and enhancing awareness and understanding of the arts, science and culture. Moreover, these organizations have developed a symbiotic relationship, needing each other to help fulfill their mutual goals. School visits to museums used to enrich many aspects of the school curriculum are a primary source of revenue generation and program development for staff employed by museums. Students and teachers attend drama, music, and dance performances and artists are brought to classrooms to help students understand the creative process and promote appreciation for the value of artworks and artists. In this paper some fundamental differences among schools and cultural organizations are addressed, particularly in terms of ideologies and professional development of educators, and some commonalities in terms of intentions for educating the public are examined. By considering how schools and cultural organizations understand their roles as educators, educational researchers and cultural managers may find some innovative ways for thinking about how different institutions and organizations in society can collaborate and contribute to learning as a lifelong process. A list of 30 references is included. (DB)

**ED 349 214** SO 022 329  
Practicing Democracy through Equity Education:  
Social Studies Curriculum Guide Grade 2,  
1991-1997.

Warren Township Independent School District, Indianapolis, Ind.

Pub Date—91

Note—275p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC11 Plus Postage.**

RIE JAN 1993

Descriptors—\*Citizenship Education, Curriculum Guides, Democratic Values, Educational Objectives, \*Equal Education, \*Grade 2, Multicultural Education, Primary Education, \*Social Studies, \*Student Educational Objectives, Teaching Methods

This social studies curriculum guide for grade 2 in the Metropolitan School District of Warren Township, Indiana, contains 10 sections: (1) School board policy and philosophy; (2) Philosophy implementation guidelines; (3) Program level objectives; (4) Responsibility for social studies curriculum; (5) Multicultural/multiethnic graphic; (6) General exit outcomes; (7) Social studies skills; (8) Seven essential learnings; (9) Strategies for classroom use; and (10) Course of study—skills chart—time frame. Much of the guide is devoted to section nine, the strategies for classroom use. Seven strategies are outlined and discussed: multicultural/multiethnic, religion, active civic responsibility, economics, globalization, critical thinking, and assessment. The last section of the guide features materials describing the content of the grade 2 social studies curriculum in depth. Skills charts feature the subject area, the name of the textbook used, the unit or topic, the skills used, support materials used, and the approximate amount of class time required. A course of study time frame describes, in sequence for the social studies course, the major topics covered, the course objectives, and learner outcome statements. (DB)

**ED 349 215** SO 022 343

Ohm, Deborah Gore, Ed.

[Visiting the Amana Colonies.]

Iowa State Historical Society, Iowa City.

Report No.—ISSN-0278-0208

Pub Date—Apr 92

Note—33p.; For related issues, see ED 339 631, ED 328 475, ED 319 641, ED 314 356, and ED 314 306.

Journal Cit—Goldfinch: Iowa History for Young People; v13 n4 Apr 1992

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Citizenship Education, \*Cultural Education, Elementary Education, \*Ethnic Groups, Learning Activities, \*Local History, \*Social Studies, \*State History

Identifiers—\*Amana Colonies

This issue of "The Goldfinch: Iowa History for Young People" focuses upon the Amana Colonies, which were home to many German immigrants in the 19th century, and which retain much of their ethnic heritage today. The articles and activities included in this issue are "Amana Today"; "No Black Buggies in Amana"; "Visiting Tante Marie and Onkel Gottfried"; "School Days"; "Where in Middle Amana is Wild Rosie?"; "Old Amana Architecture"; "Elsie's New Dresses"; "Games and Rhymes"; "Oma's Attic"; "Eyeball Benders"; and "Watch Out! You Could End Up Like..." (DB)

**ED 349 216** SO 022 344

Malkasian, Mark Davidson, Louise K.

In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.

Brown Univ., Providence, RI. Center for Foreign Policy Development.

Pub Date—91

Note—66p.; For the teacher's resource book, see SO 022 345. A project of the Choices for the 21st Century Education Project.

Available from—Center for Foreign Policy Development, Brown University, Box 1948, Providence, RI 02912 (\$5.00).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Citizenship Education, Foreign Countries, \*Foreign Policy, High Schools, Instructional Materials, \*International Relations, Learning Activities, Social Studies, United States History

Identifiers—Caribbean, Central America, \*Cold War, Cuban Missile Crisis

With the improvement of U.S.-Soviet relations in recent years, there is much reason to take a fresh look at U.S. foreign policy. This unit provides secondary students with an opportunity to examine U.S. policy toward the Caribbean and Central America. Composed of four chapters, the first chapter examines the economic and military concerns that linked the history of the Caribbean and Central America to the United States. Chapter 2 explains how differences with Cuba became entangled with

the larger U.S.-Soviet confrontation in the early 1960s and focuses upon the Cuban Missile Crisis. The third chapter examines the last three decades of U.S.-Soviet-Cuban relations. Finally, the unit concludes with a chapter on the future of U.S. policy toward the Caribbean and Central America. In this section, students are asked to reflect on what they learned and to choose one of three options for the future course of U.S. foreign relations toward the region. (DB)

**ED 349 217** SO 022 345

Malkasian, Mark Davidson, Louise K.

In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book.

Brown Univ., Providence, RI. Center for Foreign Policy Development.

Pub Date—91

Note—57p.; For a related document, see SO 022 344. A Project of the Choices for the 21st Century Education Project.

Available from—Center for Foreign Policy Development, Brown University, Box 1948, Providence, RI 02912 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Citizenship Education, Foreign Countries, \*Foreign Policy, High Schools, Instructional Materials, \*International Relations, Learning Activities, Social Studies, Teaching Guides, Teaching Methods, United States History  
Identifiers—Caribbean, Central America, \*Cold War, Cuban Missile Crisis

With the improvement of U.S.-Soviet relations in recent years, there is much reason to take a fresh look at U.S. foreign policy. This teacher's resource book is designed to accompany a unit that provides high school students with an opportunity to examine U.S. policy toward the Caribbean and Central America. Composed of four chapters, the first chapter examines the economic and military concerns that linked the history of the Caribbean and Central America to the United States. Chapter 2 explains how differences with Cuba became entangled with the larger U.S.-Soviet confrontation in the early 1960s and focuses upon the Cuban Missile Crisis. The third chapter examines the last three decades of U.S.-Soviet-Cuban relations. Finally, the unit concludes with a chapter on the future of U.S. policy toward the Caribbean and Central America. In this section, students are asked to reflect on what they learned and choose one of three options for the future course of U.S. foreign relations toward the region. The teacher's resource book contains eight lessons to be taught in conjunction with the student text. Lessons 3-6 focus specifically on the dimensions of the triangular U.S.-Soviet-Cuban relationship, while lessons 1, 2, 7, and 8 largely explore the U.S. role in the Caribbean and Central America. The resource book also contains supplementary notes that feature additional background on the Cuban Missile Crisis, including much of the correspondence between Kennedy, Khrushchev, and Castro. (DB)

**ED 349 218** SO 022 351

Holroyd, Colin Munn, Pamela

Investigating in the Social Subjects. SCRE Project Report No. 34.

Scottish Council for Research in Education.

Spons Agency—Scottish Education Dept., Edinburgh.

Report No.—ISBN-0-947833-65

Pub Date—Feb 92

Note—50p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational Policy, Educational Research, Foreign Countries, Intermediate Grades, Research Skills, Secondary Education, Social Studies, \*Student Attitudes, Student Educational Objectives, \*Student Research, \*Teacher Attitudes

Identifiers—\*Scotland

This report discusses findings from a research project examining the demands made on students and teachers by the "investigations" (or research) required of students in social subjects in Scottish schools. Students and teachers in six secondary schools in Scotland were interviewed, and it was found that teachers were seriously concerned about the demands made by the investigations upon them. However, students found investigations enjoyable

and valuable, and they did not think they were particularly difficult. The report also contains a brief set of recommendations, among which it was urged that more definitive guidelines concerning the manner in which investigations are conducted be provided to both teachers and students. (DB)

ED 349 219 SO 022 354

*La Pierre, Sharon D.*  
**The Professional Artist's Thinking Style: An In-Depth Study.**  
Pub Date—92  
Note—29p.; Paper presented at the Annual Meeting of the National Art Education Association (Phoenix, AZ, April 1992).  
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Art Education, Art Expression, \*Artists, \*Cognitive Style, Creativity, Educational Research, Intellectual Development, \*Intelligence, Intelligence Differences, Interviews, \*Learning Processes, Learning Theories, \*Naturalistic Observation, Thinking Skills, \*Visual Arts

Little has been researched about the professional artist's preferred style of thinking, his/her manner of acquiring and utilizing knowledge, and how it affects the learning process. This investigation used a revised method of naturalistic inquiry for the purpose of developing a research method that was responsive to the uniqueness of artistic concerns; one that was conscious of the idiosyncratic issues that affect mental development in regard to obtaining knowledge. The protocol of traditional interview reporting was expanded by addressing the peculiarity of the "self" in the collection of the data. For example, respondents' names were used in the reporting of the results, thus, crediting the comments made. Interviews were conducted with highly successful and well-known visual artists to determine their patterns of thinking and learning. An analysis of this observation, as a self-knowledge of self-report method, was used to determine what form artistic intelligence took and what common characteristics existed that comprised this particular group of learners. The intention was to develop some recognizable characteristics of artistic intelligence (criteria) that would enable the educational community to understand better this type of thinker in a learning situation. The assumption made in this project was the level of mental perception and awareness of an artist, based on the manipulation of figural structures, is a thinking style that creates specific behavioral characteristics not common to other populations. In turn, these characteristics influence the learning ability of such individuals in an educational setting and affect the development of growth in regard to obtaining knowledge. These assumptions were confirmed. Other findings indicated the need for the artistic individual to constantly feed the "self" to obtain the end-result of being creative and producing a product. The results also indicated that the artist felt different from others and created unique coping mechanism. (Author/DB)

ED 349 220 SO 022 361

*Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.*  
Maryland State Dept. of Education, Baltimore.  
Pub Date—84  
Note—54p.  
Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—American Indians, Asian Americans, Blacks, Educational Policy, Elementary Secondary Education, \*Females, Hispanic Americans, \*Instructional Materials, Jews, \*Minority Groups, \*Racial Bias, \*Sex Bias, Sex Stereotypes, \*State Standards

Identifiers—\*Maryland  
These guidelines have been developed to help the Maryland Department of Education and Maryland schools divest themselves of racial and sexual biases in the educational materials they produce and use. The information on equitable treatment of the sexes contains general content and language usage guidelines and examples to help avoid sexual stereotypes in visual materials. The information on treatment of races and minorities includes general content guidelines and specific content guidelines for American Indians, Asian Americans, Black Americans, Hispanic Americans, and Jewish Americans. Examples designed to avoid stereotypes of these groups in visual materials also are provided. (DB)

ED 349 221 SO 022 367

*Anderson, Marilyn Miller*  
**Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.**

Pub Date—Nov 91  
Note—119p.; M.A. Synthesis, Hamline University.  
Pub Type—Dissertations/Theses - Undetermined (040)—Reports - Descriptive (141)  
**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—Anthropology, Cultural Exchange, \*Cultural Influences, Cultural Pluralism, \*Culture Contact, Ethnic Groups, Foreign Culture, \*Hmong People, \*Intercultural Communication, \*Refugees, State History

Identifiers—\*Iowa (Decorah)  
The Hmong are a distinct Asian people who, for thousands of years, dwelled in China, and then, more recently, in Laos, Thailand, and Vietnam. The Vietnam War caused thousands of Hmong to be displaced, and many came to the United States. This paper describes the decade-long resettlement of Hmong refugees in Decorah, a small town in Iowa. The history of the Hmong is told, and aspects of Hmong culture, including marriage and religion, are discussed. Efforts made by the Decorah Hmong to preserve their culture, and interactions between Hmong and long-time Decorah residents are examined. Much of the paper is a first-person narrative comprised of personal experiences with the Hmong as an English-as-a-Second-Language instructor, on extensive interviews with the Hmong, and on wide reading in anthropology and other social sciences. A lengthy list of references is included. (DB)

ED 349 222 SO 022 368

*Brock, Sharon L.*  
**The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation.**  
Kansas City School District, Mo.

Pub Date—Aug 91  
Note—46p.; For other evaluation documents, see SO 022 369-371 and SO 022 498.  
Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Achievement Tests, \*Art Education, Enrollment, Fine Arts, Grade 9, Grade 10, High Schools, \*Magnet Schools, Parent Attitudes, \*Program Evaluation, \*Program Implementation, Student Attitudes, Teacher Attitudes, Test Results, Theater Arts

Identifiers—\*Kansas City Public Schools MO  
This evaluation documents the progress made by the Paseo Academy of Fine and Performing Arts Magnet High School (Kansas City, Missouri) during its second year of implementing the arts theme. The evaluation covers four primary areas: demographic data, implementation, perceptions, and achievement. With the entering class of ninth graders during 1990-1991, enrollment at Paseo Academy consisted of the ninth and tenth grades. Total enrollment was 63% below program capacity, and approximately half the students enrolled last year did not return. Teacher perceptions showed moderate improvement in satisfaction with theme implementation and infusion; however, considerable dissatisfaction was reported in several critical areas. Student perceptions were indicative of increased satisfaction and involvement in theme courses and activities. Yet, two-thirds of the students did not enroll in theme-related courses. Parent satisfaction with Paseo Academy, the program, its staff, and their children's magnet experience improved considerably from the previous year. Test scores generally showed students scoring above district norms. Disparity between the scores of minority and non-minority students existed. A number of recommendations are made in the report, and an appendix listing arts-related activities carried on at the Academy also is included. (DB)

ED 349 223 SO 022 369

*Brock, Sharon L.*  
**Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991.**

Kansas City School District, Mo.  
Pub Date—Aug 91  
Note—26p.; For other evaluation documents, see SO 022 368-371 and SO 022 498.  
Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—\*Academic Achievement, Art Education, \*Enrollment Trends, \*Fine Arts, Junior High Schools, \*Magnet Schools, Middle Schools, Minority Group Children, Program Evaluation, School Desegregation, Test Results

Identifiers—\*Kansas City Public Schools MO  
Achievement and enrollment information for the Kansas City Middle School of the Arts (Missouri) is evaluated in this report that covers the first four years of the implementation of a magnet theme for the school. Primarily, achievement and enrollment are measured by trends in student integration and standardized test scores. The tests for which scores are evaluated are the Iowa Test of Basic Skills, Degrees of Reading Power, and the Missouri Mastery and Achievement Tests. It is reported that achievement trends for minority students at the school have remained lower than those of non-minority students and generally below state and national norms as well. It also is reported that a trend of increasing minority enrollment in the school is observed, indicating that progress toward desegregation is not being achieved. A number of tables and figures appear throughout the report. An appendix listing student achievements and scholarships obtained by students of the school also is included. (DB)

ED 349 224 SO 022 370

*Clay, Phyllis L.*  
**The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation.**  
Kansas City School District, Mo.

Pub Date—Aug 91  
Note—53p.; For other evaluation documents, see SO 022 368-371 and SO 022 498.  
Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—Academic Achievement, Curriculum Development, Global Approach, \*International Studies, Junior High Schools, \*Magnet Schools, Middle Schools, \*Multicultural Education, Parent Attitudes, Program Evaluation, Social Studies, Student Attitudes, Teacher Attitudes  
Identifiers—\*Global Education, \*Kansas City Public Schools MO

This report addresses the results of an evaluation made of the first year of the implementation of a global studies theme at the Northeast Global Studies Middle Magnet School (Kansas City, Missouri). It is reported that ample evidence of the theme was seen throughout most of the school facilities, and observed in all of the social studies classes. However, no evidence of infusion of the theme was seen during observation periods in mathematics and physical education classes. Data from questionnaires issued to parents revealed that the global studies theme was not clear to a third of the parents. A recommendation was made to provide additional, perhaps related, information to parents regarding the nature of the global studies theme. Of the 22 program objectives relating to the first implementation year, most were being implemented effectively. Several figures and tables appear throughout the report. Five appendices also are included: (1) global studies course topics; (2) infusion of global studies; (3) exhibits in the world cultural festival; (4) theme-related activities; and (5) theme-related field trips. (DB)

ED 349 225 SO 022 371

*Brock, Sharon L.*  
**The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.**  
Kansas City School District, Mo.

Pub Date—Aug 91  
Note—65p.; For other evaluation documents, see SO 022 368-371 and SO 022 498.  
Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—Academic Achievement, \*Art Education, Elementary Education, Elementary Schools, \*Magnet Schools, Parent Attitudes, Program Evaluation, \*Program Implementation, Public Schools, School Desegregation, Student Attitudes, Teacher Attitudes

Identifiers—\*Kansas City Public Schools MO  
This summative evaluation assesses the progress made by four elementary magnet schools in Kansas City, Missouri during three years of implementing a visual and performing arts theme. Enrollment, implementation, perceptions, and achievement are the focal areas considered in the evaluation. Enrollment at each elementary arts magnet school was above 90% of capacity. However, efforts to achieve desegregation goals were only moderately successful. Overall, the study found many positive, successful efforts in program implementation at each of the four schools as well as persistent difficulties. Questionnaire responses by teachers revealed that satisfaction with the program has declined throughout



the three years of implementation. Students appeared to enjoy the arts theme, and the programs seem to have a positive effect on the majority of students enrolled. Parents also seemed to feel positive about the program; parent satisfaction has increased since the first year of implementation. The 1989 kindergarten cohort was examined to assess achievement through three years of theme implementation. Achievement scores did not improve significantly across the three years. A number of recommendations are put forth based on the findings of the summative evaluation. Tables and figures appear throughout the report. Three appendices are included: (1) calendar of events; (2) parent, student, and teacher ratings and perceptions by school; and (3) extended day activities. (DB)

ED 349 226

SO 022 372

Weiss, Joel

The Muse as Educator.

Pub Date—21 Apr 92

Note—15p; Paper presented as part of the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Centers, \*Educational Facilities, \*Educational Research, Elementary Secondary Education, Foreign Countries, Learning Processes, Learning Theories, \*Museums

Many educators look upon schools as the exclusive site at which meaningful learning can take place. Those educators would benefit from seeing the possibilities offered by non-school environments. This paper argues that the museum is a full-fledged educational institution, and focuses on how the museum may be seen as a site for the inquiries of educational researchers. For example, the museum provides a wide-ranging laboratory because the learning conditions are different from most school situations. A museum is a setting where learning is voluntary, self-paced, and exploratory. In such a setting researchers are enabled to understand more about what people pay attention to and why, and for how long. It is also argued that museums offer fresh perspectives for researchers to explore questions concerning curriculum, pedagogy, subject matter, and milieu. What researchers discover about the educational process that takes place in museums can help them to understand and shape school-based learning. (DB)

ED 349 227

SO 022 377

Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—87

Note—38p; Developed for the Latin America Project.

Available from—SPICE—Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$23.95, includes slides for the unit).

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Developing Nations, Foreign Countries, Geographic Concepts, \*Geography Instruction, Global Approach, Intermediate Grades, \*Land Use, \*Rural Areas, Secondary Education, Social Studies, Teaching Methods, Units of Study

Identifiers—Global Education, \*Guatemala

This unit, developed for grades 6-12, is designed to help students grasp what life is like in a highland village in Guatemala. It is intended that students develop skills in geography and begin to discuss such ideas as rural poverty, migration to urban centers, land distribution, and agricultural methods. The unit involves the use of a set of slides. English and Spanish versions of the slide script are included. (DB)

ED 349 228

SO 022 378

Contrasting Urban Lifestyles in Brazil. A Precollegiate Curriculum Unit: Grades Six-Twelve.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—84

RIE JAN 1993

Note—103p; Developed by the Latin America Project.

Available from—SPICE—Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$38.95, includes slides for the unit).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cross Cultural Studies, \*Cultural Education, Foreign Countries, Foreign Culture, Geographic Concepts, Geography Instruction, Intermediate Grades, Learning Activities, Secondary Education, Social Studies, Units of Study Identifiers—\*Brazil, Economic Concepts, Global Education

This unit, designed for use with students in grades 6-12, concerns the diverse and unifying forces that characterize life in Brazil's urban centers. Comprised of seven lessons and used with a set of slides, lesson 1, "Geography," distinguishes Brazil from other South American countries through an examination of the country's geographic features. Lesson 2, "Population," presents concepts of demography, population density, population growth, rural-urban population distribution, and migration. Lesson 3, "History," teaches students about important dates and events during the three major periods in Brazilian history: the Colony, the Empire, and the Republic. Lesson 4, "People of Brazil," presents the concepts of ethnic diversity and race mixture as important themes for understanding Brazil. Lesson 5, "Distribution of National Wealth," defines economic terms and presents two activities that illustrate the uneven distribution of the gross national product (GNP) in Brazil and the difference between real and per capita incomes. Lesson 6, "Urban Contrasts," draws on concepts from previous lessons, such as: class distinctions, industrialization, geography and climate, migration, and ethnic and racial diversity to explain different styles of city life. Finally, lesson 7, "Culture," presents studies and discussion questions on Brazilian culture and the forces that create nationalism, such as: family, politics, religion, carnival, soccer, art, music, literature, television and film, the press and radio, and food. A glossary, a bibliography, and two appendices (recipes for Brazilian "Doces" (sweets) and Brazilian literature in translation and other recommended reading) are included. (DB)

ED 349 229

SO 022 382

Demystifying the Chinese Language. Revised.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—88

Note—106p; For the 1980 edition, see ED 201 175. The China Project.

Available from—SPICE—Stanford Program on International and Cross Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$24.95, includes slides for this unit).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, \*Chinese, \*Chinese Culture, \*Cultural Activities, Elementary Secondary Education, Foreign Countries, Foreign Culture, Global Approach, Multicultural Education, Social Studies, Units of Study Identifiers—\*China, Global Education

This document is a revised version of a teaching unit originally published in 1980 and designed to familiarize both elementary and secondary students with the Chinese language and thus lessen the strangeness often attached to it. The goal is not that students "learn Chinese;" rather the hope is that, through a series of exercises that actively involve students with written Chinese, students will engage in a process of demystifying the Chinese language so that they can begin to view it simply as a system of written communication different from, but equally plausible as, those of Indo-European origin. No prior knowledge about Chinese is required of either the teacher or students to use this unit. The unit is appropriate for many areas of the curriculum; for example, multicultural studies courses, specialized coursework on communication, sociology, or linguistics, or in conjunction with the language arts curriculum. It is particularly appropriate for use as a comparative study in courses in world history/cultures or in U.S. history/culture. The unit is organized into a six-day format. All necessary

instructional materials to teach the unit are provided, including 13 handouts, the first of which consists of a set of "flashcards" showing selected characters. The following appendices also are included: (1) a paper on "The Chinese Language"; (2) a paper on "Language Reform in the People's Republic of China"; (3) a reprint of simplified Chinese characters; and (4) a chart showing Pinyin pronunciation. (DB)

ED 349 230

SO 022 383

Journey to China: Activities for Elementary Students.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—88

Note—89p; The China Project.

Available from—SPICE—Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$22.95, includes slides for the unit).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cross Cultural Studies, \*Cultural Education, Elementary Education, \*Elementary School Students, Foreign Countries, Foreign Culture, Grade 2, Grade 3, Grade 4, Interdisciplinary Approach, \*Learning Activities, \*Skill Development, Social Studies, Teaching Methods Identifiers—\*China

Ten lessons designed to introduce elementary students to China are featured in this document. The lessons are aimed at second through fourth grade, but they also include follow-up activities for kindergarten through sixth grade and are easily adapted to a given grade level. The lessons also are designed to incorporate elements and skills associated with a wide range of disciplines. The 10 lessons are: (1) A day with Li Mingbao, (2) Finding the way in China, (3) What is your Chinese name? (4) Games Chinese children play, (5) Three Chinese inventions, (6) Let's cook Chinese food, (7) Learning with Chinese money, (8) Stories from Chinese proverbs, (9) Chinese paper cuts, and (10) Conclusion. An opening story, slides, activities, and follow-up lessons that introduce students to aspects of Chinese culture and daily life comprise the unit. (DB)

ED 349 231

SO 022 386

U.S.-Mexico: Economic Interdependence. A Precollegiate Curriculum Unit: Grades Nine through Twelve.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—86

Note—58p; Developed for the Latin America Project.

Available from—SPICE—Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$9.95, includes slides for the unit).

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Economic Factors, \*Economics Education, Foreign Countries, Foreign Culture, Foreign Policy, Global Approach, High Schools, \*International Trade, Learning Activities, Social Studies, Units of Study Identifiers—Global Education, \*Mexico

This unit, designed for grades 9-12, introduces students to the growing economic relationship between the United States and Mexico. The unit focuses on the nine so-called "twin cities" along the U.S.-Mexican border, where the impact of the two economies on one another is most visible. The three lessons included in the unit introduce important notions about international trade and political economy. The exercises and activities suggested in the lessons are structured to encourage the use of critical thinking skills. The unit also includes teacher background information, student handouts, a bibliography of recommended resources, and a curriculum evaluation form. (DB)

ED 349 232

SO 022 390

Riddle, Robin And Others

Major Concepts/Events in United States-Soviet Union Relations: From the Origins to Recognition. Topic #4 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College.

Pub Date—88

Note—108p.; International Security and Arms Control Project.

Available from—SPICE-Stanford Program on International and Cross Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$17.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Colleges, \*Foreign Policy, Higher Education, High Schools, \*International Relations, Learning Activities, Social Studies, United States History, \*Units of Study, World History

Identifiers—\*USSR

This 4-day supplementary curriculum unit is designed for use in social studies classes at the upper secondary (9-12) and community college levels. The curriculum unit seeks to explore the roots of contemporary relations between the United States and Soviet Union through an examination of how that relationship evolved from the 18th century to the 1930s. Three lesson plans form the framework of the unit: (1) A historical and geographical introduction to U.S.-Russian relations; (2) The evolving complexity of U.S.-Russian/Soviet relations; and (3) Early 20th century relations. Fifteen student handouts to be used in the lesson plans are included. Five appendices are included: (1) Related activities; (2) Connections to social science textbooks; (3) Connections to California's history/social science framework and model curriculum standards; (4) Bibliography; and (5) Educational philosophy. Connections to California's history/social science framework and model curriculum standards; (4) Bibliography; and (5) Educational philosophy. (DB)

ED 349 233 SO 022 397

Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—84

Note—23p.

Available from—SPICE-Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$6.50, includes slides for the unit).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Economics Education, Elementary Secondary Education, Experiential Learning, Foreign Countries, Global Approach, \*Instructional Materials, \*International Trade, \*Learning Activities, \*Simulation, Teaching Methods, World Affairs

Identifiers—\*Global Education

Designed to introduce concepts in international trade and global economics to upper elementary and secondary level students, this simulation activity engages students in the group task of assembling flashlights. A variety of topics can be explored, such as energy shortages, international crises, relationships between rich and poor nations, foreign diplomacy, interdependence, cross-cultural communication, and global systems. The activity creates a miniature three-nation world that typifies, and at the same time simplifies, the interaction and conflict that take place among three kinds of nations today: (1) energy rich/low technological level; (2) high technological level/energy poor; and (3) some energy resources/highly industrialized. The activity simulates actions and feelings found in the global marketplace, although no existing nation is actually being represented. Because student reactions are genuine and sometimes intense, debriefing and discussion are essential elements of the activity. (DB)

ED 349 234 SO 022 398

Scarcity and Survival in El Salvador. Grades Six to Twelve.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Spons Agency—Office of Postsecondary Education (ED), Washington, DC.

Pub Date—87

Note—85p.; Slides available from producer. The Latin America Project.

Available from—SPICE-Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013

(\$39.95, includes slides for the unit).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Critical Thinking, Developing Nations, \*Economics Education, Foreign Countries, Geographic Concepts, \*Geography Instruction, Instructional Materials, Intermediate Grades, \*Rural Areas, Secondary Education, Skill Development, Social Studies, Teaching Methods, \*Units of Study

Identifiers—\*El Salvador

This unit, designed for use with students in grades 6-12, has two purposes: (1) to inform teachers and students about social and economic conditions in rural El Salvador; and (2) to teach students how to analyze the indicators of such social and economic conditions. The six included lessons incorporate reading, graphing, and critical thinking skills along with the social science skills: data gathering from maps, interpretations of charts and graphs, and evaluation of new sources. The titles of the six lessons are: (1) A profile of El Salvador, (2) Geography and population, (3) Land use in rural El Salvador, (4) Urban contrasts, (5) A visit to rural Tenancingo, and (6) El Salvador and the U.S. Media. Some lessons involve the use of slides. Three appendices are included: (1) List of key individuals, (2) Timeline of recent events in El Salvador, and (3) Annotated bibliography on El Salvador for teachers and students. (DB)

ED 349 235 SO 022 399

Two Visions of the Conquest. Grades 9-12.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—85

Note—53p.; Latin America Project.

Available from—SPICE-Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$23.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Critical Thinking, High Schools, \*Historiography, \*History Instruction, Social Studies, Teaching Methods, Units of Study, \*World History

Identifiers—\*Aztec (People), \*Mexico, \*Spaniards

The Spanish conquest of Mexico provides the context for this unit, designed for use with students in grades 9-12. It is intended that students will learn about the process of writing history and ways of assessing various historical accounts, and background about the Spanish conquistadors and the vanquished Aztec Indians. The unit contains four lessons. The first lesson teaches students that writing about a historical event, even from an eyewitness point of view, is quite difficult and often problematic. In the second lesson students learn the history of the Spanish conquest through a slide presentation of Indian and Spanish art. The third lesson teaches students that bias can affect historians' ways of seeing, and that one ought to study (if possible) historical texts written by various authors in order to acquire a better sense of historical events. Finally, a fourth lesson is provided for teachers to evaluate student progress. It is suggested that the lessons could be used in world history or language arts Background reading and recommended resources; and (3) Model curriculum standards. (DB)

ED 349 236 SO 022 400

Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—90

Note—88p.; Developed by the Latin America project.

Available from—SPICE-Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$21.95, includes slides for the unit).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Developing Nations, Economic Factors, \*Economics Education, Foreign Countries, Foreign Culture, Foreign Policy, High Schools, \*International Trade, Learning Activities, Social Studies, Units of Study

Identifiers—\*Brazil, \*California, \*Coffee

This unit, designed for grades 9-12, introduces students to economic concepts of international trade through the case of the international coffee industry in California and Brazil. The following concepts are among those examined: commodities, factors of production (human resources, capital resources, and environmental resources), imports and exports, economic sectors, absolute and comparative advantage, and terms of trade. The unit contains five lessons that include historical cases, concrete examples, a brief role-play activity, and a simulation exercise. (Some lessons require slides). The titles of the lessons are: (1) International coffee connections; (2) California's coffee connections: past and present; (3) Coffee in Latin America today; (4) Coffee in the international economy today; and (5) Trading coffee information: a simulation. A glossary of terms and a list of recommended resources on economics education are included, as are two appendices: (A) An explanation of absolute and comparative advantage, and (B) California History Social Science Framework. This unit is appropriate for use in economics, world geography, world cultures, Latin American history, world history, and contemporary world issues courses. (DB)

ED 349 237 SO 022 402

Mapping Latin America for Grades Six to Ten.

Third Edition.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—92

Note—75p.; The Latin America Project, SPICE.

Available from—SPICE-Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$17.95 includes slide for the unit).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Area Studies, Developing Nations, Foreign Countries, \*Geographic Concepts, \*Geography Instruction, Intermediate Grades, Learning Activities, \*Maps, Secondary Education, Skill Development, Social Studies, Teaching Methods, Units of Study

Identifiers—\*Latin America

This unit, to be used with students in grades 6-10, has been designed to serve three purposes. First, the unit acts as an introduction to, or review of, fundamental geographic concepts and vocabulary. Second, it teaches students about the basic physical and political geography of Latin America. Third, students learn to examine maps with a critical eye towards political and technical limitations. The unit contains seven lessons. It begins with a review of basic world geography (lesson one). Two "map hunt" activities follow, that engage students in a search for the countries and main physiographic features of Latin America (lessons two and three). Students label maps with this information. Next, students learn or review the use of latitude and longitude by searching for major Latin American cities (lesson four). Students discover the complex nature of Latin American climate (lesson five), and learn to examine the limitations of making flat representations of the world (lesson six). Finally, students engage in a geographic pursuit in which they also review previously taught material (lesson seven). (DB)

ED 349 238 SO 022 411

Heelotia: A Cross Cultural Simulation Game. Recommended for Grade 5 to Adult.

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—91

Note—20p.; Developed by Wider Horizons, and revised by the Stanford Program on International and Cross Cultural Education (SPICE).

Available from—SPICE-Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$7.95 includes slides for the unit).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cross Cultural Studies, Cultural Differences, Cultural Education, Culture Contact, \*Instructional Materials, Intermediate Grades, \*Learning Activities, Secondary Education, \*Simulation, Social Studies

This simulation exercise is designed to provide students at the intermediate and secondary educa-

tion levels with an experimental or discovery exercise in cross cultural relations. The simulation is designed to be a part of a more extensive study of cultural perceptions and can be used in an exploration or one's own community as well as in more geographically distant cultures. The simulation involves the rules of two imaginary cultures, Heelotia and Hokia. This guide includes information on running the simulation, debriefing students following the exercise, and student handouts. (DB)

**ED 349 239** SO 022 422

**The Lessons of the Vietnam War: Unit 13, Teacher's Manual: Strategies and Resources for Teaching the Vietnam War.**

Center for Social Studies Education, Pittsburgh, PA.

Pub Date—88

Note—67p; For the textbook, see ED 337 409.

Pub Type—Guides—Classroom—Teacher (052)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Class Activities, Educational Resources, Foreign Policy, Higher Education, History Instruction, Secondary Education, Social Studies, Student Projects, Teaching Guides, Teaching Methods, United States History, Vietnam War

This teacher's manual is designed to accompany the curriculum "The Lessons of the Vietnam War." For each of 12 units of the curriculum, this manual suggests projects for student research and classroom activities. The 12 units are entitled: (1) Introduction to Vietnam: land, history and culture; (2) America at war in Vietnam: decisions and consequences; (3) Was the Vietnam War legal?; (4) Who fought for the U.S.?; (5) How the U.S. fought the war; (6) When war becomes a crime: the case of My Lai; (7) Taking sides: the war at home; (8) How the war was reported; (9) The Vietnam War in American literature; (10) The wounds of war and the process of healing; (11) Boat people; and (12) The Vietnam War: Lessons from yesterday for today. This manual also includes student handouts, an annotated list of documentary films/filmstrips and videocassettes, and organizations to contact for speakers about the Vietnam War. (DB)

**ED 349 240** SO 022 443

**Alexander, Debbie And Others**

**Sourcebook of Arts Statistics: 1989, 1992 Addendum.**

Westat, Inc., Rockville, MD.  
Spons Agency—National Endowment for the Arts, Washington, DC. Research Div.

Pub Date—May 92

Note—570p; For a related document, see ED 326 462.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

**EDRS Price—MF02/PC23 Plus Postage.**

Descriptors—Art, Art Activities, Art Education, Artists, Films, Literature, Museums, Music, National Surveys, Radio, Statistical Data, Statistical Surveys, Television, Theater Arts, Visual Arts

This report presents an addendum update of the 1989 Sourcebook of Arts Statistics. The 1989 Sourcebook was the second in a series begun in 1987. The sourcebook and the 1992 Addendum are intended to serve as general reference books on arts statistics. The 1992 Addendum includes only new information or statistical series that could be updated since the 1989 report was prepared. It is, therefore, intended to be used in conjunction with the 1989 Sourcebook and is not intended to stand on its own as a summary of the most recent available national statistics on the topic. The report contains eight chapters, three are general cross-disciplinary chapters and five focus on specific disciplines or groups of disciplines. The chapters are as follows: (1) Arts in the economy; (2) Artists and arts employment; (3) Arts education; (4) Performing arts; (5) Visual arts; (6) Literature; (7) Museums; and (8) Motion pictures, radio, television, and recording. (DB)

**ED 349 241** SO 022 462

**Gray-Whiteley, Peter**  
**Anthropocentrism, Schools, and Environment.**

Pub Date—Apr 92

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Cultural Education, Cultural Influ-

ences, Educational Change, Educational Sociology, Elementary Secondary Education, Environmental Education, Social Change, Songs, United States History

Identifiers—Guthrie (Woody), "This Land Is Your Land" (Song)

An arrangement of Woody Guthrie's song "This Land Is Your Land" was recently voted the most popular song among U.S. music teachers and other educators. This arrangement actually includes only three verses of the song that Guthrie wrote as a parody of Irving Berlin's "God Bless America." Guthrie's original song was a radical statement against inequality and dispossession. In the popular arrangement this message is completely lost, and the song is transformed into generalized optimism; we are all secure within wide physical and romantic boundaries and within them we are also all equally free to roam. The transformation of "This Land Is Your Land" has resulted in a message that reflects an image of conquering and possessing that is deeply rooted in the U.S. psyche. Threads of fear have been inherited from the initial European invasion of America, and people continue to view their environment as a threat to be neutralized rather than a mystery from which to learn. The school curriculum serves to perpetuate rather than challenge the shaky foundation upon which Americans' image of themselves and their land has been built. (DB)

**ED 349 242** SO 022 463

**Herman, William E.**

**The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.**

Pub Date—92

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Developmental Psychology, Educational Research, Individual Development, Moral Development, Moral Values, Psychological Studies, Social Science Research, Values, Value Education

Social scientists and educators who favor the developmental approach to values acquisition focus on the individual and his or her own psychological growth as the means to acquiring a healthy set of values. On the other hand, those who favor the transmission approach to values acquisition focus on the instillation of societal and group norms in the individual. This paper sought to understand the differences between these two approaches and to develop a model of values acquisition that integrates both approaches. In addition, the paper distinguished between values that are important to society and those that are matters of individual choice. Some implications of an integrated approach to values acquisition were identified for educators and researchers. A 13-item list of references also is included. (DB)

**ED 349 243** SO 022 465

**Gorman, Michael J., Ed.**

**Crossroads: Integrated Models for Teaching Ethics and Spirituality.**

Council for Religion in Independent Schools, Washington, DC.

Pub Date—91

Note—38p.

Available from—Council for Religion in Independent Schools, P.O. Box 40613, Washington, DC 20016.

Pub Type—Collected Works—General (020)—Guides—Non-Classroom (055)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cultural Education, Curriculum Development, Elementary Secondary Education, Ethical Instruction, History Instruction, Integrated Curriculum, Literature, Religion Studies, Science Education, Second Language Instruction

Identifiers—Spirituality  
This anthology presents seven articles that focus on the integration of ethical and spiritual concerns into the academic curriculum. The argument is made for the inclusion of ethical and religious concerns in the study of subjects such as literature, history, foreign languages and cultures, and science. The articles include: "The Voice of the Other" (Fran Scoble); "Spirituality through Literature:

"Not as Bad as We Expected" (Alfred Ruggiero); "Lamenting for a Vision" (J. Philip Zaeder); "The Holocaust: An Icon for Religious Education" (Julie A. Collins); "Ethics in the French Classroom"—an interview with Madeira's Foreign Language head, Margaret McBride; "Ethics and Values in a Technological Society and in the Classroom" (Kevin Reel); and "Moral Education in the Midst of International Crisis" (Michael J. Gorman). A postscript to the essays responds to the question, "No More Room in the Schedule?" (DB)

**ED 349 244** SO 022 476

**Wong, Wendy L.**

**Traditional Chinese Celebrations: Continuity and Change in Taiwan.**

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—85

Note—39p; A publication of the China Project. Available from—SPICE—Stanford Program on International and Cross Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$19.95, includes slides for the unit).

Pub Type—Guides—Classroom—Teacher (052)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Area Studies, Asian Studies, Chinese Culture, Cultural Differences, Elementary Education, Foreign Countries, Foreign Culture, Holidays, Learning Activities, Multicultural Education, Social Studies, Units of Study

Identifiers—Global Education, Taiwan

This teaching unit is designed to introduce elementary school students to traditional Chinese celebrations in Taiwan. An introductory activity asks students to distinguish between various kinds of celebrations (traditional or modern; religious or secular), and to identify U.S. and Chinese examples of each kind. The body of the unit concerns four well-known traditional Chinese celebrations: Lantern Festival, Tomb Sweeping Day, Dragon Boat Festival, and Moon Festival. The material on each celebration contains an introduction, historical background, information on present-day activities pertaining to the celebration, discussion questions, and a student activity. The unit also provides background information on Taiwan, the script for a slide presentation on the celebrations, and suggestions for further reading. (DB)

**ED 349 245** SO 022 477

**Chan, Adrian And Others**

**When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College.**

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—91

Note—144p.

Available from—SPICE—Stanford Program on International and Cross Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (text \$29.95; videotape \$19.95; both, \$44.95).

Pub Type—Guides—Classroom—Teacher (052)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Area Studies, Community Colleges, Foreign Countries, Foreign Culture, Foreign Policy, High Schools, International Relations, Social Studies, Teaching Methods, Two Year Colleges, Units of Study, World History

Identifiers—East Germany, Global Education, West Germany, West Germany (Berlin)

This unit, designed for use with high school and community college students, uses primary materials, literature, and interactive lesson plans to present the city of Berlin (Germany) as a case study of some of the 20th century's most significant events. In lesson 1, students take a pre-test, view a video about the Berlin Wall, and discuss the kinds of conflict that impacted the city. In lesson 2, students interpret the materials contained in a time-capsule handout, focusing on the relationships among economics, culture, and politics in metropolitan Berlin. In lesson 3, students read documents representing U.S. and Soviet positions on the joint occupation of Germany and Berlin. Lesson 4 has students use information on resource cards to answer game questions the division of Germany into two separate states and about differences between the "two Germanys"—the Federal Republic of Germany in the West and the German Democratic Republic in the East (the Soviet zone). In lesson 5, students study materi-



als on the exodus of East Germans to West Germany. These materials are designed to help students consider how the governments responded to the immigration and to understand the dilemmas faced by the East German refugees. Lesson 6 has students perform a "readers' theater" on the construction of the Berlin Wall in 1961. (Readers' Theater is a dramatization technique that includes performance and reading aloud, and is used to bring a text to life). In lesson 7, students apply what they learned from Readers' Theater, 1961 to Readers' theater, 1989-1990 using a series of handouts that allow them to create their own readers' theater for the events that occurred in 1989 (the year of the fall of the Berlin Wall) and 1990 (the year of the reunification of Germany). A 55-item bibliography is included in an appendix. (DB)

**ED 349 246** SO 022 478  
Chan, Adrian. *Wooster, Judy*  
*Global Warming: A Supplementary Guide to the Hypercard Stack.*

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.  
Pub Date—90  
Note—21p.

Available from—SPICE-Stanford Program on International and Cross Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$10, includes computer disk and pamphlet).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction, Educational Media, \*Environmental Education, \*Environmental Influences, High Schools, \*Hypermedia, Learning Activities, Science Education, Social Studies, Teaching Guides, Teaching Methods, United States Government (Course)  
Identifiers—\*Global Warming, Hypercard

This guide is designed to supplement a computer disk (a hypercard stack) that introduces students to issues raised in the debate over global warming. The stack is recommended for grades 9 through 12, and is appropriate for social studies, government, or science courses. This guide integrates a number of interactive teaching strategies including role play, small group activities, cooperative learning, writing, and visual activities. Although the hypercard stack contains much of the information necessary for the activities, most require students to do further research outside the classroom, and some do not involve the computer at all. (DB)

**ED 349 247** SO 022 479  
Murphy, Carol E.

*What Have You Got To Lose? New World Tropical Rainforests, Grades 3-8.*  
Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.

Pub Date—91  
Note—136p.

Available from—SPICE-Stanford Program on International and Cross Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013 (\$39.95, includes slides for the unit).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, Elementary Education, \*Environmental Education, Environmental Influences, Foreign Countries, \*Latin Americans, Learning Activities, \*Physical Environment, Social Studies, Teaching Guides, \*World Affairs  
Identifiers—\*Latin America, \*Tropical Rain Forest

In this unit, designed for use with grades three through eight, students explore the biology and peoples of Latin American rainforests and the problems caused by the interactions of people with this environment. The featured activities integrate art, science, language, and social studies. Fourteen lessons, arranged in sequential order, comprise the unit. The first four lessons acquaint the student with how a tropical rainforest feels, looks, and grows. Lessons five to seven provide a brief look at indigenous peoples in New World rainforests. The activities from these lessons are based on the activities of small human groups that inhabit the forests of Central and South America. Problems relating to humans and the delicate rainforest environment are explored in lessons eight to eleven. The intent of lessons 12 and 13 is to review the content material of the unit and consider words, cultural practices, and ideas that reflect a cultural bias. Lesson 14 discusses some

solutions to rainforest problems that currently are being attempted. Teacher background information and a rainforest resource list also are included. (DB)

**ED 349 248** SO 022 482

Tuttle, William M., Jr.  
*America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism.*

Pub Date—Apr 92  
Note—26p; Paper presented at the convention of the Organization of American Historians (Chicago, IL, April 4, 1992).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)  
Descriptors—\*Child Development, \*Childhood

Attitudes, Children, Democratic Values, Elementary Secondary Education, Oral History, \*Patriotism, \*Political Socialization, Social Science Research, United States History, War, \*World War II

U.S. children who were of school age during World War II underwent a socialization process that led them to have great pride in their country, to believe in the moral certainty of U.S. victory, and to feel united in their participation on the homefront. Excerpts from letters of individuals who were school-aged during the War are used to illustrate this process of political socialization. The excerpts included memories of Franklin Delano Roosevelt both during the War and at the time of his death. Various measures undertaken by educators to promote the values of democracy and other ideals are discussed. Research on the political socialization of children, and the psychological aspects of child development are reviewed. (DB)

**ED 349 249** SO 022 486

*Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records.*

Capital District Council for the Social Studies; New York State Council for the Social Studies; New York State Historical Association, Cooperstown.

Pub Date—89  
Note—27p.  
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—Cultural Background, Curriculum Development, \*Educational Innovation, Educational Objectives, Elementary Secondary Education, \*History Instruction, \*Local History, \*Primary Sources, Social History, Social Studies, \*State Standards, Teaching Methods  
Identifiers—\*New York

The use of historical records and documents can help students to connect more meaningfully to the past, and lead them to an increased understanding of and participation in their communities. The Regents of New York State have included the use of historical records and documents in their recommendations for the improvement of elementary and secondary education. This report addresses the means by which New York State classroom teachers may network with archivists, librarians, museum educators, and county, town, and village historians in order to improve history instruction. A number of model programs that embody cooperative relationships using documents and records to enhance teaching are described. The report also makes recommendations concerning teacher training, technology, the role of the state, and funding requirements. (DB)

**ED 349 250** SO 022 489

*Assault on Liberty: The Record of the Reagan-Bush Courts.*

People for the American Way, Washington, DC.  
Pub Date—92  
Note—283p.

Available from—People for the American Way, 2000 M Street, N.W., Suite 400, Washington, DC 20036.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Civil Liberties, \*Constitutional Law, \*Court Role, Federal Government, Freedom of Speech, Government Role, \*Judges, Law Related Education, \*Presidents of the United States, Privacy, Racial Discrimination, Sex Discrimination  
Identifiers—Bill of Rights, \*Bush Administration, \*Reagan Administration, United States Constitution

This report argues that fundamental constitu-

tional liberties have undergone severe changes and continue to be threatened because of the changes in the federal judiciary that have been brought about by Presidents Ronald Reagan and George Bush. This judicial change has been effected through the appointment of judges with two qualities: first, a narrow interpretation of the fundamental liberties guaranteed by the Constitution and the Bill of Rights as well as the laws that guarantee those liberties; and second, a willingness to engage in judicial activism in order to reinterpret those constitutional and statutory provisions in a manner consistent with the narrower views. This report summarizes the impact the Reagan-Bush courts have had on four important individual liberties: the right to privacy; freedom from discrimination; freedom of expression; and freedom of religion. Four appendices presents detailed analyses of the Reagan-Bush record in each of these areas. Recommendations aimed at remedying this shift in the federal judiciary also are presented. (DB)

**ED 349 251** SO 022 498

Clay, Phyllis L.  
*Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991.*

Kansas City School District, Mo.  
Pub Date—Aug 91  
Note—19p; For other evaluation documents, see SO 022 368-371.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, Community Involvement, \*Enrollment, High Schools, Law Related Education, \*Magnet Schools, Minority Group Children, Program Evaluation, Public Affairs Education, Public Service, School Community Relationship, Secondary School Curriculum, Test Results

Identifiers—\*Kansas City Public Schools MO

This report presents the results of an achievement and enrollment study of the law and public service magnet program at the Northeast Law and Public Service Magnet High School (Kansas City, Missouri). Achievement test scores for students in the program were at or slightly above those of the district as a whole for the 1990-1991 year. It also was found that when ninth-grade law and public service cohorts were tracked through their years in the district, the gaps between minority and non-minority students in the program narrowed. Further, in the fall of 1990, the law and public service program reached 93% of capacity enrollment. One grade level met the goal of remaining at or below 60% minority enrollment in the fall of 1990. (DB)

**ED 349 252** SO 022 544

Leone, Robert A.  
*American Education in Flux and the Possibility of a Teaching Profession.*

Pub Date—91  
Note—22p; Versions of this paper were presented at the Annual Meeting of the Middle Atlantic States Philosophy of Education Society, and the Annual Meeting of the Midwest Philosophy of Education Society (1991).

Available from—Midwest Philosophy of Education Society, 5006 West Grace Street, Chicago, IL 60641 (\$10).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational History, Educational Philosophy, Educational Principles, \*Educational Sociology, Elementary Secondary Education, \*Foundations of Education, Teacher Education, \*Teaching (Occupation)

The inability of teaching to rise to the status of a profession is due to a state of flux in which education, teaching, and teacher education finds itself. Five factors have created a flux in teacher education. First, the different institutions in which teacher education has been housed (normal schools, teachers colleges, university based schools of education) have critical inconsistent expectations for teacher education. Second, teacher educators historically have set up an ideal of professional education for themselves (the medical school ideal) that they have not succeeded in emulating. Third, the establishment of graduate schools of education has created a new profession of education leadership with goals that are incompatible with the teaching profession. Fourth, educators have failed to establish a discipline of pedagogy that can serve as the basis for the professional authority of teachers. Fi-

nally, the public does not perceive educators as producing results that justify the granting of professional authority to them. An outline of this paper and biographical information about the author are included in an appendix. (DB)

**ED 349 253** SO 022 547

*Dobbs, Stephen Mark*

**The DBAE Handbook: An Overview of Discipline-Based Art Education.**

Getty Center for Education in the Arts, Los Angeles, CA.

Report No.—ISBN-0-89236-214-6

Pub Date—92

Note—114p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Art Education, \*Curriculum Development, \*Educational Resources, Educational Theories, Elementary Secondary Education, Instructional Development, Teaching Methods

Identifiers—\*Discipline Based Art Education

Discipline-based art education (DBAE) is an approach to art education that draws upon four art disciplines: art production, art history, art criticism, and aesthetics. This handbook is designed to help art specialists and supervisors, classroom teachers, teacher educators, museum educators, and school administrators to understand and implement DBAE. The handbook is organized into nine sections, beginning with an introduction. Section 2 offers a general definition and rationale for the inclusion of DBAE art curricula in the general education of U.S. students. Section 3 defines the content of the four art disciplines that constitute the core of DBAE. Section 4 focuses upon the instructional materials that are used in teaching a DBAE program. Section 5 is a consideration of the roles and responsibilities of the different players in DBAE. Section 6 concerns the evaluation of curriculum and instruction. Section 7 provides a thumbnail sketch of some key issues for planning and carrying out a successful implementation of DBAE. Section 8 summarizes highlights of the literature on DBAE. The handbook concludes with section 9, which contains four appendices: three papers respectively called "The Four Art Disciplines", "Becoming Familiar with Works of Art"; and "The Getty Center for Education in the Arts"; and a selected bibliography. (DB)

**ED 349 254** SO 022 572

*Perry, George S., Jr.*

**Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9.**

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship. Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date—92

Note—6p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Citizenship Education, Elementary Secondary Education, Ethnic Groups, \*Law Related Education, Lawyers, \*Minority Groups, \*Program Development, \*State Programs, Student Needs, Student Participation

Identifiers—\*American Bar Association

Educators concerned with law-related education (LRE) increasingly have recognized the need to ensure the participation of diverse groups of people in LRE programs. In 1988 the American Bar Association's Special Committee for Citizenship began the Minority Involvement in Law Education Initiative. Among its purposes was to promote and encourage the involvement of racial and ethnic minority students, teachers, and legal professionals in law-related education programs. Since the initiative was begun, minority involvement conferences with participants from 13 states have been held. This article describes the benefits derived from these conferences, who attends and what happens at a typical conference, and activities that have been undertaken by various states in following-up the conferences. (DB)

**ED 349 255** SO 022 585

*McGregor, Cathy And Others*

**Yellowknife, the Capital of the N.W.T.: A Language Development Unit for Social Studies.**

Northwest Territories Dept. of Education, Yellowknife.

Pub Date—87

RIE JAN 1993

Note—146p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Community Study, Foreign Countries, Foreign Culture, Grade 1, Grade 2, Grade 3, \*Language Acquisition, Learning Activities, Local History, Primary Education, Second Language Learning, \*Social Studies, Student Educational Objectives, Units of Study

Identifiers—\*Northwest Territories (Yellowknife)

This unit is designed to help teachers of students in grades one through three in the Northwest Territories (Canada) meet social studies program goals and to develop student language learning. The unit focuses on Yellowknife, the capital of the Northwest Territories, and features nine lesson plans: location, physical features, transportation, touring Yellowknife, people of Yellowknife, the recent history of Yellowknife, the economy, Yellowknife as capital, and recreation in Yellowknife. Notes for teachers, resources, and introductory, culminating, and evaluation activities also are included. (DB)

**ED 349 256** SO 022 589

*Beach, Waldo*

**Ethical Education in American Public Schools.**

Reference & Resource Series.

National Education Association, Washington, D.C.

Report No.—ISBN-0-8106-1540-1

Pub Date—92

Note—73p.

Available from—National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (\$9.95).

Pub Type—Books (010)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Conservatism, \*Curriculum Development, Educational Environment, Elementary Secondary Education, \*Ethical Instruction, Moral Development, Moral Values, \*Public Schools, Religion Studies, Social Problems

The intent of this book is to analyze the moral and social problems that currently plague U.S. schools. The volume outlines what can be done to confront the problems of student behavior in and outside the classroom. Illegal drug use, theft and deceit, sexual practices, and race relations are among the troubling issues facing educators. Religious conservatives seek to preserve the religious and moral traditions of the past, for they see the abandonment of these values as the source of current problems. An entirely different approach to moral education is advanced by professional theorists of education and child psychologists. Two specific programs of this group are values clarification, and the cognitive development theories of Lawrence Kohlberg. This book argues that a better approach to moral education is to seek a middle path between the two approaches. This strategy for ethical instruction is described for both the "visible" curriculum and the "hidden" curriculum. Moral education may occur in the prescribed curriculum in such areas as health sciences and hygiene, social studies, and literature and the arts. Attention to the "hidden" curriculum involves developing a proper moral climate in the schools. How the curriculum is taught is as important as what is taught. A 36-item selected bibliography is included. (DB)

**ED 349 257** SO 022 590

*Lynch, Allen*

**The Soviet Breakup and U.S. Foreign Policy.**

Foreign Policy Association, New York, N.Y.

Report No.—ISBN-0-87124-146-3; ISSN-0017-

8780

Pub Date—91

Note—76p.

Available from—Foreign Policy Association, c/o CUP Services, P.O. Box 6525, Ithaca, NY 14851 (\$4 single issue, \$15 one year—4 issues).

Journal Cit—Foreign Policy Association Headline Series; n297 Fall 1991

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Foreign Countries, \*Foreign Policy, \*International Relations, Nationalism, Political Divisions (Geographic), Political Science, Self Determination, Social Change, \*World Affairs, World History

Identifiers—\*USSR

This issue of a quarterly publication on world affairs explores the historical significance of the disintegration of the Soviet Union and the implication

for U.S. foreign policy. With the breakup of the USSR in 1990-91, Russia for the first time this century does not have control over the non-Russian nations of its former empire in Central Asia, the Caucasus, and the Slavic Republics of Ukraine and Belarus. Absolutist rule has for the first time in Russian history given way to the beginnings of constitutional government. The years in which Mikhail Gorbachev led the Soviet Union (1985-91) are reviewed. These years triggered four major simultaneous revolutions—in the economy, in the political system, in the relations among the nations that made up the USSR, and in foreign policy. Facts and figures about the 12 republics (excluding the 3 Baltic republics) that constituted the old Soviet Union are provided. The role of nationalism in the collapse of the empire and the rise of Boris Yeltsin in the Russian Federation are discussed. Russian nationalism as expressed by Yeltsin is seen as a healthy phenomenon because it reflects an understanding that Russia can no longer afford to remain an imperialist state. Issues affecting the international community that have been raised by the breakup are discussed, including the question of control over nuclear weapons and the deeply rooted economic problems. The United States will have to develop a multi-level set of policies toward the 11 republics that are part of the new Commonwealth of Independent States as well as Georgia, which remains outside the federation. It is in the interest of the international community (especially the United States) that there should be a stable transition to a new political order within the former USSR. It is essential to keep in mind, however, that any "solution" to the problems besetting the Russian nation should be seen as a Russian solution and not as a foreign import; therefore, the United States should restrain its enthusiasm for engineering solutions. This book concludes with an 11-item annotated reading list and discussion questions for classroom use. (DB)

**ED 349 258** SO 022 669

*Goldstein, Ricki Sarna, Shirley*

**Let's Talk about Human Rights. Students' Books**

1-3. Teacher's Guides, Books 1-2.

Canadian Human Rights Foundation, Montreal (Quebec).

Report No.—ISBN-2-9801784-1-1

Pub Date—91

Note—178p.

Available from—Canada Human Rights Foundation, 3465 Cotes-des-Neiges Road #301, Montreal, Quebec H3H, 1T7.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, \*Citizenship Education, \*Citizenship Responsibility, \*Civil Liberties, Foreign Countries, Human Dignity, International Law, Law Related Education, Social Values, Student Educational Objectives, Teaching Methods, \*Values Education

Identifiers—\*Canada

These documents are designed to introduce students to some of the fundamental concepts, principles, and values of human rights and to a basic knowledge of human rights legal instruments as they apply to daily lives. Student handbook 1 is a series of lessons and activities that stimulate reading and discussion around the following ideas: What is a human being? What is a human right? Rights and Responsibilities: A Canadian human rights story; Nellie McClung; The Diary of Anne Frank; and The Universal Declaration of Human Rights: Background and Application. Student handbook 2 features five case studies, each of which presents a situation where an individual's rights have been denied or infringed upon. The case studies raise the issues of discrimination based upon a disability, age, HIV status, religion, and race. Student handbook 3 invites students to write some of their own thoughts and ideas concerning how some of the human rights principles raised by the curriculum may apply to their own lives. Generous space for student writing is provided on each page following a prompting suggestion such as "We need to know what our rights are because..."; "The Universal Declaration of Human Rights says that..."; and "Here is a story about discrimination..." The teachers' guides accompany the student handbooks and contain helpful materials such as discussion topics, vocabulary words, and teacher's documentation. No teacher's guide exists for student handbook 3. These materials are designed to be used in adult literacy classes in Canada with adults who are reading at an intermediate level.

However, as the materials generally are not focused on Canada, they can be used in other countries and are presented in a manner that should be accessible to students of middle school level or higher. (DB)

## SP

ED 349 259 SP 033 798

Gundem, Bjorg B.

### The Place of Didactics in Curriculum in Scandinavia.

Pub Date—Apr 92

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, Didacticism, \*Educational Philosophy, Educational Theories, Elementary Secondary Education, \*Ethical Instruction, Foreign Countries, Higher Education, Literature Reviews, Meta Analysis, \*Moral Values, Preservice Teacher Education, Social Problems, Teaching Methods

Identifiers—\*Didactic Teaching, Norway, Scandinavia

In its examination of the place of didactics in Scandinavian curricula, this paper discusses didactics as theory and prescription, at different levels of abstraction, and as scientific discipline. It focuses on the process of curriculum planning and selection in two areas: (1) preparing curriculum programs for teaching and learning nationally and locally, and (2) as an integral part of the individual teacher's planning. After presenting a brief historical background, the paper describes the scope and general development of the inherent meaning of the term "didactics." It presents three models of didactical analysis (Danish, German, and Norwegian), all of which represent the general Scandinavian view. After discussing didactical analysis at different societal levels, the paper examines didactical analysis as curricular meta-analysis which links didactical analysis to the professional development of teachers and the teaching-learning milieu as well as to the role of teachers in building theories of didactics. (SM)

ED 349 260 SP 033 876

Taylor, George R.

### Integrating Social Learning Theory with Educating the Deprived.

Pub Date—92

Note—12p.

Pub Type—Guides - General (050) — Information Analyses (070)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Affective Behavior, Developmental Stages, \*Disadvantaged Youth, Elementary Education, Family Environment, Guidelines, \*Learning Theories, Literature Reviews, \*Minority Group Children, Relevance (Education), \*Research Needs, School Effectiveness, Social Influences, \*Socialization

The relevance of major concepts associated with social learning theories for teaching deprived and minority children are reviewed; from these concepts postulates are abstracted which are intended to induce further inquiry and research. The paper describes practical application of social learning theories to education, offering the school a common context through which environment, developmental sequence, and early experiences can be understood and researched. These theories enable educators better to understand how deprived and minority children think and feel about themselves, and to become aware of factors in the environment precipitating cognitive and affective problems that may have some bearing on academic performance. A need exists to conduct empirical studies to determine the degree to which social learning theories impact on the academic performance of minority and deprived children. Eight postulates are outlined to stimulate further inquiry and research. The study of social learning theories enables the school to understand how students' cultures and learning styles can be modified to promote expected learning outcomes. (LL)

ED 349 261 SP 033 888

Worthington, Jim

### Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants.

#### Review of Selected Literature.

Pub Date—26 Feb 92

Note—21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Cultural Pluralism, Higher Education, Literature Reviews, \*Minority Group Teachers, \*Multicultural Education, \*Preservice Teacher Education, \*Student Attitudes, Teacher Attitudes, \*Teacher Education Curriculum, \*Teacher Recruitment

Identifiers—Preservice Teachers

This review of literature focuses on teacher education responses to the need for a more diverse teacher workforce. It discusses literature on the following topics: the need for cultural diversity in teacher education, minority teacher education programs, and recommendations and generalizations. The literature on the first topic reflects two approaches to cultural diversity in teacher education (various theories about a knowledge base regarding cultural diversity and determining the current beliefs widely shared by candidates before they study teacher education). Several research reports on preservice teacher beliefs are discussed. Research reports and program descriptions related to minority teacher education programs (the second topic) are reviewed. The programs include: the Bilingual Teacher Training Program at California State University at Chico; the Minority Teacher Development Program, developed by the Denver (Colorado) Public Schools and several local colleges; the Minority Mentorship Project at Texas A & M University; and two student teaching programs at Moorhead State University (Minnesota). The recommendations from the literature discussed include: incorporating a multicultural perspective throughout the teacher education curriculum rather than limiting efforts to one course; arranging positive, quality field experiences; and providing opportunities for teacher education students to have personal interactions with minority students. (IAH)

ED 349 262 SP 033 889

Buenaventura, Lisa Donlin, Mike

### The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program.

Pub Date—26 Feb 92

Note—24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education Programs, Bilingual Teacher Aides, \*Bilingual Teachers, College School Cooperation, Elementary Secondary Education, English (Second Language), Graduate Study, Higher Education, Inservice Teacher Education, Minority Group Teachers, \*Preservice Teacher Education, \*Program Development, School Demography, Second Language Instruction, \*Teacher Recruitment

Identifiers—Seattle Pacific University WA, \*Seattle Public Schools WA

Within the Seattle (Washington) public schools, potentially 1 out of every 5 students in any given classroom speaks a language other than English, and 1 in every 10 speaks little or no English. More than 75 different languages and dialects are spoken by students in the Seattle School District, with most languages being of Asian origin. However, there are relatively few language minority teachers or teachers trained in second language instruction available in the system. The Seattle Public School System, in response to requests from teachers and building administrators, has offered inservice workshops on second language instruction for several years. This paper describes the development of a two-year preservice teacher certification program, developed by the Seattle Public Schools in collaboration with Seattle Pacific University, to recruit minority and bilingual teachers. The program, the Graduate Secondary Teacher Education Program (STEP), is a part-time program which includes initial field experience and a 10-week full-day internship. A primary focus of this recruitment and training effort is the existing bilingual instructional assistants who work in the schools. The attachments to this paper include a fact sheet on STEP, instructional assistant

survey forms, and demographic statistics of the language composition of Seattle School District's bilingual population. (IAH)

ED 349 263 SP 033 899

Hauser, Jerald

### A Summons for Teacher Educators! Get off the Campus and into the Community!

Pub Date—Feb 92

Note—15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, Cooperating Teachers, Elementary Secondary Education, Faculty Development, Higher Education, \*Outreach Programs, Preservice Teacher Education, Schools of Education, \*Student Teachers, Teacher Educators, Teacher Improvement, \*Theory Practice Relationship

Identifiers—\*Saint Norbert College WI

Teacher education professors need to intensify their searches for cooperative ventures between their campuses and community schools. It is crucial for teacher education students to be initiated into school day realities during their early semesters. This paper describes seven outreach efforts at St. Norbert College (Wisconsin) designed to increase school and college cooperation. These efforts show that not only does good theory inform good practice, but that good practice informs theory. The activities are: (1) early immersion programs; (2) professional growth experience seminars for cooperating teachers; (3) off-campus content immersions; (4) community outreach summer programs; (5) mock interview relays; (6) student teaching seminar experiments; and (7) cooperating teacher excellence recognitions. Each of the outreach activities represents an attempt to encourage teacher education professors into alternative adventures. (SM)

ED 349 264 SP 033 903

Pitts, Mark

### Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University.

Pub Date—26 Feb 92

Note—15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education Programs, Bilingual Teacher Aides, College School Cooperation, \*Graduate Study, Higher Education, \*Minority Group Teachers, \*Preservice Teacher Education, \*Program Development, Program Implementation, Secondary Education, Student Recruitment

Identifiers—Seattle Pacific University WA, Seattle Public Schools WA

The process of developing and implementing the Graduate Secondary Teacher Education Program (STEP) at Seattle Pacific University (Washington) included five steps: initial conception, establishment of program parameters, development of a working proposal, completion of the review process, and completion of the adoption process. Graduate STEP is a 2-year graduate secondary teacher certification program designed to prepare bilingual teachers, with diverse ethnic and language backgrounds, for positions in Seattle Public Schools. The program grew, in part, from a desire on the part of Seattle Public Schools bilingual education instructional assistants to receive college credit for inservice training, credit that could be applied to teacher certification. Program participants have bachelor's degrees, some from U.S. colleges and some from the students' native countries. In addition to describing the 5-step process of development and implementation, this paper outlines the student recruitment campaign and the faculty recruitment and preparation campaign. Most students in the program are immigrants for whom English is a second language; their original languages include several Asian and African languages. Several recommendations derived from program planning and implementation experience are made. (IAH)

ED 349 265 SP 033 928

### Maryland State Department of Education Task Force on Recruiting Minorities for Professional



**Staff Positions. Report to the State Superintendent.**

Maryland State Dept. of Education, Baltimore.

Pub Date—88

Note—37p.

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, Higher Education, \*Minority Group Teachers, \*Professional Personnel, Public Schools, \*Statewide Planning, Teacher Education Programs, \*Teacher Persistence, \*Teacher Promotion, \*Teacher Recruitment

Identifiers—Maryland State Department of Education, \*Task Force Approach

The Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions was charged by the State Superintendent in August 1987 with developing a systematic state plan of action to increase the number of minorities in professional positions throughout Maryland's public schools. The group specifically examined: (1) policies and practices of local education agencies that relate to hiring and promoting minorities; (2) initiatives to attract and retain greater numbers of minority teachers, administrators, and supervisors; (3) activities designed to recruit and retain talented minority students in teacher education programs at Maryland's institutions of higher education; (4) types of technical assistance that the Maryland State Department of Education could provide; and (5) recommendations to resolve issues raised. Task Force deliberations focused on four areas with recommendations grouped accordingly: increasing the pool of minority candidates for teaching; improving the recruitment of minorities; reducing barriers to recruitment, retention, and promotion of minority candidates; and increasing support to retain minorities. (LL)

**ED 349 266**

SP 033 930

Del Prete, Thomas And Others

**Anna Maria College-Calvin Coolidge School Professional Development School Guidebook.**

Anna Maria Coll., Shrewsbury, MA.; Shrewsbury Public Schools, Mass.

Pub Date—Jun 90

Note—85p.; Document contains light type

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*College School Cooperation, Cooperating Teachers, Educational Change, Educational Environment, \*Educational Objectives, Educational Principles, Elementary Education, Higher Education, \*Inservice Teacher Education, \*Preservice Teacher Education, \*Program Development, Program Evaluation, Program Implementation, School Role, Student Teaching, Teacher Role

Identifiers—\*Anna Maria College MA, \*Professional Development Schools, Reflective Teaching

The concept of the professional development school (PDS) and the commitment to collaboration advocated by educational reformers derives in part from a recognition of the need to more fully incorporate the voices of teachers in teacher education and professional development. The Coolidge Professional Development School (Shrewsbury, Massachusetts) is a joint effort of the Anna Maria College (Paxton, Massachusetts) Education Department and the Calvin Coolidge School professional staff. This guidebook contains: (1) background on the PDS; (2) a summary of beliefs and assumptions about teaching-learning, teacher preparation, and ongoing professional development; (3) an outline of roles and responsibilities of the PDS personnel; (4) description of some benefits of the PDS program; (5) an evaluation plan; (6) an overview of the teacher preparation program; (7) a description of professional development day activities, a sample semester schedule, and two sample day schedules; (8) outlines of the teacher preparation program orientation and cooperating teacher orientation; (9) evaluation forms; and (10) outlines of activities for the teacher retreat and reflection events. The appendices include: information on PDSs in Massachusetts; school-university issues to consider in forming a PDS; a timeline from the 1990 grant proposal; and some notes on clinical methodology and the teaching-learning concept. (IAH)

**ED 349 267**

SP 033 934

Lynch, Mervin Strodl, Peter

**Teacher Leadership: Preliminary Development of a Questionnaire.**

Pub Date—15 Feb 91

RIE JAN 1993

Note—12p.; Paper presented at the Conference of the Eastern Educational Research Association (Boston, MA, February 15, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Administration, Elementary Secondary Education, Factor Analysis, Graduate Students, Higher Education, \*Interprofessional Relationship, \*Leadership, \*Leadership Qualities, Preservice Teacher Education, Q Methodology, Questionnaires, \*Student Attitudes, Teacher Educators, \*Teacher Role, \*Teacher Student Relationship, Test Construction

Identifiers—Empowerment

Recent movements to empower teachers often assume that in order for teachers to assume leadership roles in schools, the teachers must leave the classroom to become school committee members or to work in adjacent classrooms with new teachers. However, teaching inherently involves leading, and leadership can be validated in terms of the teacher's role. Preparing teachers to be leaders involves translating leadership skills into pedagogical applications. A conceptual schema for leadership skills, containing eight items in each of nine categories, was developed for a questionnaire designed to identify teacher leadership competencies. The schema of categories included consideration, decision making, group process, structure, problem solving, emergent leadership, conflict resolution, and communications. A group (N=56) of professional educators (graduate students in teacher education courses, students in educational administration courses, and professors of education) participated in a Q-sort of the items identified. These data were analyzed in terms of factor structure, reliability of items, and differences among participating groups. The findings revealed six factors associated with teacher roles that reflect leadership skills: emergent leadership, teacher authority, empowerment of others, student relationships, task participation, and instructional openness. These factors indicate those items with good potential for formation into a questionnaire. (IAH)

**ED 349 268**

SP 033 938

Busman, Douglas

**The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust.**

Pub Date—Apr 92

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 26, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Collegiality, \*Cooperative Planning, Intermediate Grades, Interpersonal Relationship, Junior High Schools, Middle Schools, \*Participative Decision Making, Politics of Education, \*Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Participation, \*Teamwork, \*Trust (Psychology)

Identifiers—\*Authenticity

This paper examines the influence of authenticity, teaming, and participation on faculty trust. Researchers mailed 437 public middle school teachers a survey which used an authenticity measure, a trust measure (trust in principals, colleagues, and organizations), a teacher involvement in decision making measure, and a question on daily grade level teaming. Teachers reported more trust in their colleagues than in their principals or organizations. Teacher participation in decision making was low. Principal authenticity is composed of three aspects: non manipulation of subordinates, salience of self over role, and accountability. Fully two-thirds of the teachers did not view their principals as authentic. Data analysis indicated that different levels of authenticity influenced aspects of trust in significantly different manners. The study emphasizes the importance of considering the interrelationships between the major variables when establishing a climate of trust within a school. Findings suggest that: teaming represents real reform, and it influences colleague trust, principal trust, and teacher perception of actual involvement in participation; as authenticity increases, trust in organization increases; and trust in the principal is based upon the perceived level of the principal's authenticity. (SM)

**ED 349 269**

SP 033 940

Castle, Joyce Giblin, Anthony

**A Collaborative Venture in Preservice Education: Participant Practices and Learnings.**

Pub Date—Feb 92

Note—23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, \*College School Cooperation, Collegiality, \*Cooperative Planning, Curriculum Development, Elementary Secondary Education, Graduate Study, Higher Education, Journal Writing, \*Participative Decision Making, Practicums, Preservice Teacher Education, Public Schools, Story Telling, \*Student Teaching

Identifiers—Brock University (Canada), Reflective Teaching, \*Reflective Thinking

A university faculty member and a retired elementary principal developed a practicum course for preservice students entering a 1-year post-baccalaureate program. The course included on-campus and in-school experiences. The two professionals met frequently to get to know one another, examine course requirements, and determine what unique knowledge and skills each had and what forums were best for them. They determined the most opportune times to direct students' thinking (during weekly reflective discussions following micro-teaching sessions in one of the schools and during the seminar segments of weekly counseling group sessions at the university). They kept journals, held periodic discussions, and soon discovered they had different expectations regarding students' skill levels and different ideas of the purpose, nature, and extent of dialogue. They learned the importance of considering individual reactions from each other's perspectives. Over time, they became more comfortable with each other's approaches and with student growth. There were concerns over their ability to apply professional knowledge properly, to help students reflect at progressively higher levels, and to help students benefit from the practicum, but the concerns were not overly restrictive. They believe their success was due to their similar views about the value of others and the purpose of education. Several principles related to separate dimensions of teaching directed their actions (reflection, socialization, and the ethic of caring). They believe other collaborative arrangements may fail without such conditions. (SM)

**ED 349 270**

SP 033 942

Dworet, Don

**Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach.**

Pub Date—Feb 92

Note—10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College School Cooperation, Collegiality, \*Cooperative Planning, Elementary Secondary Education, Foreign Countries, Graduate Study, Higher Education, \*Participative Decision Making, Practicums, Preservice Teacher Education, Student Teachers, Theory Practice Relationship

Identifiers—\*Brock University (Canada), Ontario, Reflective Teaching, Reflective Thinking

This paper describes a 1-year post-baccalaureate program for preservice teachers at Brock University (Ontario, Canada). The program emphasizes the relationship between course content and what students see and practice during student teaching. There is strong collaboration among faculty, faculty associates, and students. All participants have an essential role. The paper describes coursework requirements which involve observation in public school classes and significant amounts of group discussion and collaborative planning. The program is based on the belief that for students to truly understand effective teaching, they must actively observe others teach, engage in dialogues about teaching, and reflect on their own teaching and that of others. Faculty members actively observe students during their practicum placements and meet with associates to discuss the students and the program. Associates model an activity-based, student-centered program. Brock employs retired personnel who

have demonstrated successful teaching and part-time individuals recognized by their boards as leaders in instructional delivery. They obtain full-time teachers by reimbursing boards for substitute teachers required for the time the teachers spend in direct involvement with the program. The program requires collaboration between faculty, students, and the field and a good understanding of each other's roles. From an administrative perspective, the collaboration can be labor intensive, time consuming, and frustrating, but Brock University has largely overcome the problems. (SM)

ED 349 271

SP 033 945

Denton, Jon And Others

**Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance.**

Pub Date—Apr 92

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, College School Cooperation, Decision Making, Graduate Study, Higher Education, \*Knowledge Level, Mathematics Teachers, Preservice Teacher Education, \*Program Effectiveness, Science Teachers, Secondary Education, Student Evaluation of Teacher Performance, \*Student Teacher Evaluation, \*Teacher Effectiveness

Identifiers—\*Teacher Knowledge, Texas

A university and participating school districts cooperatively developed a 15-month graduate program to certify secondary mathematics and science teachers. A study of the program's instructional model examined three areas: whether knowledge of instructional variables related to occurrence of the variables during classroom instruction by teaching candidates; whether occurrence of instructional variables remained stable over the year; and whether teaching performance data from supervisors and students of the candidates related to achievement on curriculum referenced tests. The model of instruction emphasized the selection and ordering of content to be taught, describing instruction as a series of recurring processes requiring six decision skills. Study data came from videotapes of class sessions, grading records, and four instruments: the Student Perceptions of Teaching Effectiveness; the Observation Record Evaluation Record-Texas Teacher Appraisal System; the Classroom Observation System; and a Physical Science Test (for students of the interns). Teacher candidates demonstrating the greatest knowledge performed less well for maximizing time for instruction, managing student behavior, and maintaining a supportive classroom environment than candidates demonstrating less knowledge. Instructional skills that were directly addressed in a methods and theory course correlated with candidate pedagogical knowledge over the year. Teaching skill ratings of the candidates by supervisors and students were linked to student achievement values. (SM)

ED 349 272

SP 033 946

Savitz, Fred

**Partners in Learning: The Division of Education and Elementary School Connection.**

Pub Date—Feb 92

Note—11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (44th, San Antonio, TX, February 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, \*Cooperative Planning, Elementary Education, Higher Education, \*Participative Decision Making, Practicum, Preservice Teacher Education, \*Student Teaching

Identifiers—\*Neumann College PA, \*Partnerships in Education

Over the years, Neumann College (Pennsylvania) and surrounding school districts have cooperated informally in providing clinical sites for student teaching experiences. The growth of education programs at Neumann prompted a formalization of the clinical experience process in order to maintain the quality of its teacher preparation programs. The division of education took the lead in creating a collaborative partnership by evaluating prototypes

from the corporate world. In the summer of 1990, it invited one elementary school to commence in a pilot partnership designed to link theory and research with practical experience. Majors in elementary or early childhood education would go to field placements in the second semester of their freshman year, and classroom teachers at the school would be supplied with resources from the college to enhance individualization of classroom instruction. Authority and responsibility were shared equally by school and college faculty. Evaluation of the program consisted of assessing logs compiled by students, analyzing taped lessons, and examining student scores. Prospective teachers completed self-evaluations, and their classroom performance was appraised. Results indicated success in all areas. Participants concluded that considerable improvement in pupil progress related to the individualization afforded by the partnership program. Partnership schools appreciated the availability of continuing professional development. Preliminary findings indicate the partnership benefits all constituencies engaged in the process, and its benefits outweigh its limitations. (SM)

ED 349 273

SP 033 948

Bracht, Glenn Peters, Marlys

**Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.**

Minnesota State Dept. of Education, St. Paul.

Pub Date—Sep 89

Note—41p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teacher Induction, Collegiality, \*Demonstration Programs, Elementary Secondary Education, Interpersonal Relationship, \*Mentors, Program Evaluation, Role Models, \*State Programs, Statewide Planning, Teacher Characteristics

Identifiers—\*Minnesota

The evaluation of Minnesota's 11 demonstration sites for the Teacher Assistance through Mentorship Program included 3 activities: on-site visits in which an evaluator interviewed 10-15 persons in each project; administration of the Teacher Mentoring Scales to mentees and mentors; completion of the Minnesota Mentorship Survey by mentees, mentors, principals, and board/advisory committee members. All sites interpreted their data, and an evaluator prepared a data report for each of the sites plus a combined report. Teams from the 11 sites, along with the mentorship task force, met in workshops with the evaluator to review the data, identify accomplishments and problems, and plan changes. The greatest impact of the program was on the mentees' understanding of teacher roles and responsibilities. The impact was slightly less on teaching performance and personal development. The specific influence of the mentor was greatest on the mentee's development as a person; impact on the mentee's teaching performance was less than expected. One-to-one mentoring was the key to success, and support for the program by school administrators was positive. Data are presented on mentoring outcomes, mentee-mentor relationships, Teacher Mentoring Scales, components of the mentorship program, training and support for mentors, preferences for one or two years of mentoring, and leadership and support for the mentorship program. Summaries of accomplishments and disappointments for the public school districts involved are included. (SM)

ED 349 274

SP 033 968

McCammon, Laura A.

**Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers.**

Pub Date—Apr 92

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Case Studies, Collegiality, \*Educational Change, \*Group Dynamics, Group Experience, High Schools, Magnet Schools, Organizational Climate, \*Organizational Effectiveness, Organizational Theories, Peer Relationship, School Restructuring, \*Teacher Attitudes, \*Teamwork, Theater Arts

This study had three purposes: to observe the formation and development of a teacher workgroup

over the course of an academic year; to explore the connections between a teacher workgroup and the organization which supported it; and to determine the relationship between the organizational support given to the school, which was undergoing a massive restructuring program, and the dynamics of the change process. The teacher workgroup consisted of the four teachers in the theatre arts department at an urban southwestern magnet high school. Qualitative case study methodology was used to collect data. Results of the study indicate that the drama teachers did not become a cohesive workgroup during the 1990-91 school year under study. The primary reason appears to be that they were not thought of as a team, nor were attempts made to create a team. An examination of events that were instrumental in formation of the group suggests reasons why the members of the workgroup failed to coalesce as a team. The analysis is made within the theoretical framework of five evolutionary phases of group development: orientation, dissatisfaction, resolution, production, and termination. In addition, four factors stemming directly from the organization of the school itself seemed to have been instrumental in preventing the group from developing effectively. The factors were as follows: no attention to building a team; no clear establishment of limits of the team's authority and responsibility; no training or support; and unproductive leadership intervention. (IAH)

ED 349 275

SP 033 971

Ryan, Patricia M. Fayne, Harriet R.

**Building Consensus: Articulating a Knowledge Base for Teacher Education.**

Pub Date—Feb 91

Note—16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Accreditation (Institutions), College Faculty, Cooperating Teachers, Curriculum Development, Educational Cooperation, Elementary Secondary Education, Higher Education, Liberal Arts, Models, \*Preservice Teacher Education, Program Evaluation, \*Schools of Education, \*Self Evaluation (Groups), Standards, Teacher Attitudes, \*Teacher Education Curriculum

Identifiers—\*Knowledge Base for Teaching, \*National Council for Accreditation of Teacher Education, Otterbein College OH

The National Council for Accreditation of Teacher Education (NCATE) developed new standards to contribute to reform in teacher education. However, during the first 2 years of implementing the new standards, a large number of colleges were turned down, in part because of a lack of guidelines and conceptual clarity. Significant to these standards is the preparation of a knowledge base for which there is conceptual confusion. A design for a self-study at larger teacher education programs has been developed and described; this paper describes a model for developing an NCATE self-study for a middle or small sized program. Otterbein College (Ohio) developed a 3-stage model, implemented over a 3-year period, for self-study of its status with regard to NCATE standards. The program model maximizes input from three sources: professional education faculty, liberal arts faculty, and cooperating practitioners. In stage 1, education faculty studied and measured existing offerings against certain established characteristics of a knowledge base. Liberal arts faculty reviewed general program objectives, objectives specific to their teaching areas, and admissions requirements. Practitioners, through an advisory committee, listed characteristics of successful beginning teachers and related these characteristics to admissions requirements and program goals. In stage 2 a curriculum alignment study was conducted, and discrepancies between state and NCATE guidelines and present offerings were identified. Stage 3 involved the education department in drafting and redrafting a document, eventually reaching consensus. All aspects of the process and the minutes of the initial faculty meeting are presented in five tables. (IAH)

ED 349 276

SP 033 972

Carr, John C. Dunne, Kathy

**The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.**

Pub Date—Nov 91

Note—12p.; Paper presented at the Annual Confer-

ence of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Beginning Teacher Induction, Elementary Secondary Education, \*Faculty Development, \*Inservice Teacher Education, \*Mentors, Program Design, Program Evaluation, \*Program Implementation, School Districts, Teaching Experience

Identifiers—\*Mascoma Valley Regional School District NH, \*New Hampshire Mentor Teacher Project

Consistent with educational reform efforts and the premise of teacher involvement, a collaborative state-wide effort was initiated by the New Hampshire State Department of Education to provide opportunities for skilled, experienced teachers to mentor new teachers during a 1-year induction period. This paper details the Mascoma Valley Regional School District's site-based management initiative and addresses several issues surrounding New Hampshire's teacher induction project: (1) gaining the support of various stakeholder groups within the educational community; (2) selection and training of mentors; (3) cost of implementation; (4) mentor compensation, time, and program evaluation; and (5) site-based management and collaborative action research projects. Mentors are expected to: complete a seminar in peer supervision; observe and meet with inductees; meet with a support team comprised of all mentors and the superintendent; work with the staff development committee to arrange professional activities for inductees; and assist the inductee in all necessary areas. Copies of The New Hampshire Teacher Project Selection Criteria for Proposal Funding and an outline of the Mascoma Mentor Education Course are appended. (Contains 16 references.) (LL)

ED 349 277 SP 033 975

Huffman-Joley, Gail

The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community.

Pub Date—26 Feb 92

Note—11p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Deans, Higher Education, Institutional Role, \*Leadership Responsibility, \*Organizational Change, \*Participative Decision Making, \*Schools of Education, Teacher Education Programs, Vertical Organization

Identifiers—\*Indiana State University, Reform Efforts

Expectations for leaders in colleges of education are changing as are expectations for leaders in public schools and business. The traditional hierarchical model is being transformed into an organizational climate of teamwork and shared decision making, which have become the watchwords for organizational climate and change. In accord with these changes, deans of colleges of education must find new structures and strategies for enhancing teaching and scholarship through dialogue and demonstrations of teaching and learning. This paper addresses the role of the dean at Indiana State University's School of Education with respect to: (1) application of the principles and findings from cognitive learning theorists, who argue that knowledge is constructed, not transmitted; (2) the active engagement of learners in their own learning through team and group interaction; and (3) creating a climate and environment where teaching, learning, and scholarship are intertwined. Practices and skills emerging at Indiana State University are outlined and include: new structures to increase participation, interaction, and dialogue; new goals, roles, and values for teacher educators; new environments to support faculty professional interchange, growth, and development; and reform of the culture and role of higher education while simultaneously linking that reform to changing the culture of public schools. (LL)

ED 349 278 SP 033 983

Kimsey, Ilene A.

Accepting the Challenge of Facing Your Issues and Empowering Yourself.

RIE JAN 1993

Pub Date—Nov 91

Note—3p; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).

Pub Type—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, \*Coping, Educational Change, Elementary Secondary Education, \*Individual Power, \*Inservice Teacher Education, \*Self Actualization, \*Self Concept, Staff Development, Workshops

Identifiers—\*Empowerment

This paper describes a workshop designed for individuals involved in inservice education and staff development for school personnel. The purpose of the workshop was to help participants learn and integrate some simple and functional skills that would enable them to face issues and empower themselves. The focus is on developing skills to become a change master for oneself and skills to assist other individuals and organizations with self-empowerment. The workshop included participant activities designed to elicit identification of key issues facing educators. Issues identified include: need for higher quality staff development; need for people who will take on leadership roles; lack of professionalism; frustrated teachers, parents, and children; need for strategic planning; burnout; and need for cooperative decision making. The paper suggests that coping adequately with these issues and helping others to cope begins with knowledge of one's own feelings and experiences and developing a sense of self-worth. The paper includes a worksheet, "Accepting the Challenge of Facing Your Issues and Empowering Yourself." (IAH)

ED 349 279 SP 033 984

Ingle, Yolanda R. Comp. And Others

The Education of Teachers. A Bibliography.

Tomas Rivera Center, Claremont, CA.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—92

Note—59p.

Available from—Tomas Rivera Center, 710 North College Avenue, Claremont, CA 91711 (\$15).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Counseling, Databases, Elementary Secondary Education, Higher Education, \*Hispanic Americans, Inservice Teacher Education, Minority Groups, \*Preservice Teacher Education, School Holding Power, Staff Development, \*Teacher Certification, Teacher Education Curriculum, \*Teacher Evaluation, Teacher Persistence, \*Teacher Recruitment, Teacher Student Relationship, Teacher Supply and Demand, Teaching Methods

Little has been studied or written about promising practices and programs that seek to train, recruit, and retain Latino and other minority teachers. This bibliography aids that research by providing educational scholars and practitioners with references to articles and books that have been written in the areas of assessment; certification; methodology; pedagogy; and curriculum; recruitment; retention, supply, and demand; and teacher preparation and staff development. The bibliography contains more than 400 sources published between 1983 and 1990. The materials include fugitive documents (unpublished conference papers, keynote addresses, program descriptions, and other materials as well as works identified through three major bibliographic databases: Educational Resources Information Center (ERIC), The Education Library, and U.S. Government Publications. Tables are included which provide statistical information on the number of citations on topics covered in the bibliography that were found in searches of the three databases and among fugitive documents. Also given are statistics on the number of documents with Latino content. (IAH)

ED 349 280 SP 033 985

Hall, Bruce W. And Others

Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs.

Pub Date—Apr 92

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Attribution Theory, Elementary School Teachers, Elementary Secondary Education, Failure, Locus of Control, \*Performance Factors, Secondary School Teachers, \*Self Efficacy, \*Student Characteristics, Success, \*Teacher Attitudes, \*Teacher Expectations of Students

This study was conducted to examine attributions that teachers hold for students' academic success and failure, and the relationship between these attributions and teaching level and teacher perceptions of efficacy. Elementary (N=123), middle (N=55), and high school teachers (N=62) were surveyed; attributional data were gathered through the Teacher Attributions for Academic Performance Scale, and teacher efficacy measured by two items: Personal Teaching Efficacy (PTE), the belief that one has the ability to bring about student learning even under difficult circumstances, and Teaching Efficacy (TE), the belief that any teacher has the ability to bring about change in students despite factors beyond the teacher's control. Results indicated that attributions held about students' academic performance vary depending upon the efficacy beliefs held by the teacher; teachers high in PTE beliefs emphasized the role of the teacher and the instructional program in explaining student success while de-emphasizing home influences; teachers with a strong sense of PTE saw themselves as responsible for student learning outcomes, regardless of whether those learning outcomes connoted success or failure, perhaps because they view academically failing students less as a threat and more as a challenge. (LL)

ED 349 281 SP 034 005

Mosier, Mark P.

Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning.

Pub Date—Apr 92

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Mapping, Higher Education, \*Interaction Process Analysis, \*Lesson Plans, Preservice Teacher Education, Secondary Education, Student Characteristics, \*Student Reaction, Student Teaching, \*Teacher Effectiveness, Teaching Experience

This study was conducted to investigate pupil responses to lessons taught by preservice teachers, and it addresses teachers' concept mapping as related to interactive behavior or effectiveness in the classroom. Lessons taught by student teachers (N=10) were examined for what pupils thought were the lesson's key ideas and for two things pupils heard anyone say during a lesson. Student teachers were then divided into three groups: the first group emphasized both teaching principles and pupil characteristics in lesson planning; the second emphasized pupil characteristics but not teaching principles; and the third did not emphasize either pupil characteristics or teaching principles. Results indicate that pupils of student teachers in the first group evidenced the highest rates of engagement, followed by pupils of student teachers in the second group, while pupils of student teachers in the third group provided evidence of low rates of engagement. Findings also indicate that there is a relationship between prospective teachers' concepts of teacher planning as measured by concept maps and a connection between teacher conceptions of teaching and pupil perceptions of lessons taught. Five tables display data on student responses. (LL)

ED 349 282 SP 034 010

Villas, Paul Cardenas, Manuel

Problems from Alcohol Use in Two Hispanic Youth Populations.

Pub Date—[92]

Note—17p; Supported in part by a grant from the College of Human and Community Services Research Council.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, \*Drinking, High Schools, \*Hispanic Americans, Junior High Schools, Rural Schools, School Surveys, Sex Differences, \*Student Attitudes, \*Student Motivation



tion, \*Student Problems

Identifiers—Adolescent Drinking Index, \*New Mexico, Personal Problems Checklist Adolescent

The purpose of this study was to compare differences in alcohol use and associated problems between two Hispanic youth groups. The subjects, from two different southwest sites, were self-identified Hispanics. Seventh and 12th graders from a northern New Mexico (NNM) (N=64) school and from a school on the U.S.-Mexico border (USM) (N=88) were selected. Central tendencies and Chi-Square statistics were used to analyze the data collected. The Adolescent Drinking Index (ADI) and the Personal Problems Checklist-Adolescent (PPCA) were instruments used to collect data. The study found significant differences between 7th and 12th graders in alcohol use and personal problems at both sites as well as between NNM 7th graders and USM 7th graders. There were not as many differences between NNM and USM for male and female students. The differences found, however, appear important. When looking at levels of alcohol use, both NNM (7th=65%, 12th=90%) and USM (7th=37%, 12th=88%) students showed a significant positive association. (Author)

ED 349 283

SP 034 011

O'Loughlin, Michael

**The Discourse of Pedagogy and the Possibility of Social Change.**

Pub Date—Apr 92

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Discourse Analysis, \*Discourse Modes, \*Educational Philosophy, Elementary Secondary Education, \*Instruction, Middle Class Standards, Politics of Education, \*Social Change, \*Sociocultural Patterns, Teacher Education, Teacher Education Programs, Teacher Educators

Identifiers—\*Constructivism, \*Dialectical Reasoning

The thesis of this paper is that constructivism and similar pedagogic formulations are problematic because: (1) being nondialectical they close off possibilities for dialogue about issues such as those discussed in this paper; and (2) they are embedded in forms of discourse which privilege middle-class culture, values, language, and ways of knowing without theorizing the power relations implicit in this privilege. The paper argues that, as a result, these approaches end up reproducing the status quo and counter attempts to introduce emancipatory issues into pedagogical discourse. In this paper, drawing particularly on the writings of Bernstein (1990) and Bourdieu (1977), the intent is to illustrate how this process occurs and to explore the relations between the discourse of pedagogy and the possibility of social change. As Bernstein (1990) notes, for too long educators have talked about ways of practicing pedagogy without paying any critical attention to the language and assumptions in which pedagogy is embedded. This paper does not attempt to articulate new pedagogical solutions. Rather, it is hoped that by uncovering the problems, it will contribute to the kind of dialogue that will eventually lead to a richer and more equitable form of pedagogy. Before teacher educators attend to issues of "changing our students' beliefs about pedagogy," it is essential that they devote some attention to the taken-for-granted discourse in which their own thinking and practices are embedded. (Contains 37 references.) (Author/IAH)

ED 349 284

SP 034 015

Neil, Roger

**Increasing Fidelity between Faculty and Field in Teacher Education—Reconceptualized Institutional Settings, Programs and Roles.**

Pub Date—Apr 92

Note—62p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College School Cooperation, \*Cooperating Teachers, Educational History, Elementary Secondary Education, Foundations of Education, Higher Education, \*Preservice Teacher Education, \*Program Improvement, \*Teacher Education Programs, \*Teacher Educators, \*Theory Practice Relationship

Identifiers—\*Reform Efforts

The purpose of this paper is to encourage greater interaction between university faculty and field-based teacher education. The paper is organized into four parts: (1) "Teacher Educators—Who Are We?" (describes the evolution of teacher education from 1850 to 1992); (2) "The Alienation of Theory from Practice in Teacher Education: A Schismatic Past and Present"; (3) "Faculty and Field as Complementary Milieus for Teacher Education—a reconceptualization of Institutional Settings, Programs, and Roles"; and (4) conclusion. The paper suggests that school of education faculty refresh and update their classroom knowledge by returning to full classroom responsibilities in order to keep in touch with the reality of the undergraduate candidates' mission of becoming teachers in the schools. Suggestions for further consideration are offered. The paper concludes with 103 bibliographic references. (LL)

ED 349 285

SP 034 016

Novak, Dianne Knowles, J. Gary

**Life Histories and the Transition to Teaching as a Second Career.**

Pub Date—Apr 92

Note—42p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teachers, \*Career Change, Case Studies, Elementary School Teachers, Elementary Secondary Education, \*Employment Experience, Higher Education, Personal Narratives, \*Prior Learning, Secondary School Teachers, Teacher Education Programs, \*Teaching (Occupation)

Identifiers—\*Life Experience Studies, \*Second Careers

This study investigated the influences of prior life and employment history on the thinking and practice of beginning, second-career elementary and secondary school teachers. Data were drawn from classroom observations, journal writing, and open-ended informal interviews; case studies were then developed illustrating the impact of personal and professional experiences on career changes. Results suggest that personal and professional life histories of second-career teachers played a powerful part in the development of teaching practices. Experiences prior to becoming teachers influenced organizational and management structures set up in classrooms, expectations of and beliefs about children, ways in which curriculum was designed and instructional problems resolved, and views held of themselves as teachers. A task for teacher educators arising out of this study seems to rest in helping individuals recognize the relevance of personal explorations into their often well-established perspectives on teaching. Implications for teacher education include the need for developing programs which promote the kind of thinking necessary to assist career changers examine and utilize their previous life and career experiences to enhance classroom teaching. (LL)

ED 349 286

SP 034 017

Woolum, Janet

**Outstanding Women Athletes: Who They Are and How They Influenced Sports in America.**

Report No.—ISBN-0-89774-713-5

Pub Date—92

Note—279p.

Available from—Oryx Press, 4041 North Central, Phoenix, AZ 85012 (\$39.95).

Pub Type—Books (010) — Reference Materials (130) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Athletes, Biographies, Elementary Secondary Education, \*Females, \*High Achievement, Higher Education, History, Olympic Games, Photographs, \*Profiles

Identifiers—Nineteenth Century, Twentieth Century

This book highlights the stories of 60 of this century's female athletes who pioneered, participated in, or continue to compete in women's sports. Following forewords by Billie Jean King, Anita DeFranz, and Deborah Slaner Anderson, the volume contains biography, history, an annotated bibliography, and statistics on women athletes from the late 19th century to the present. Sixty biographies of influential athletes are illustrated with a photo of each athlete. The athletes profiled represent the fol-

lowing sports categories: auto racing, aviation, basketball, bowling, cycling, dog sledding, field hockey, figure skating, golf, gymnastics, horse racing, skiing, softball, squash, speed skating, swimming and diving, tennis, track and field, and volleyball. Each biography lists the athlete's birth date and place, parents' names (when available), information about how she became involved in her sport, athletic achievements, and the records set and championships earned. A chapter on basic resources includes an annotated bibliography that lists books by sport and a directory of organizations and foundations that promote women's sports in the United States. Four appendices provide lists of Olympic medalists, selected event and award winners, organizations' acronyms, and a subject index. (LL)

ED 349 287

SP 034 018

Gray, Judith A., Ed.

**Research in Dance IV: 1900-1990.**

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.

Report No.—ISBN-0-88314-528-6

Pub Date—92

Note—130p.

Available from—AAHPERD, Publications Sales, 1900 Association Drive, Reston, VA 22091.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, Adult Education, Annotated Bibliographies, Classification, \*Dance, \*Databases, \*Doctoral Dissertations, Elementary Secondary Education, Higher Education, Indexes, Research Tools

This publication reflects the growth of doctoral level research in dance and dance-related areas, and is comprised of approximately 550 doctoral dissertation abstracts. A preface describes how information was gathered: gives information on data descriptions and entries and dissertation ordering; and provides an analysis of the data according to the possibilities of the database on which this volume is founded. That database allows researchers to experiment with different ways to organize information. By activating the database, it is possible to analyze data by a number of research questions and issues relating to the following perspectives: (1) historical; (2) institutional; (3) stylistic; (4) theoretical; (5) educational; and (6) ethnographic. The abstracts are organized by the following categories: administration; biography; children; choreography and performance; education; ethnology and anthropology; history; music and rhythm; notation and movement analysis; psychology and therapy; related arts (literature, opera, painting, theatre, visual); science; styles (ballet, jazz, modern, social, square, tap); technology and film; and theory and philosophy. The entries are also indexed by author and by dissertation title. (LL)

ED 349 288

SP 034 021

**NAGWS Volleyball Rulebook, 1992. Official Rules & Interpretations/Officiating.**

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.

Pub Date—92

Note—224p; Subtitle on cover is "Official Rules, Interpretation, & Officiating."

Available from—AAHPERD, Publications Sales, 1900 Association Drive, Reston, VA 22091 (\$5.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Athletic Coaches, Elementary Secondary Education, Extramural Athletics, \*Females, Guides, Higher Education, Physical Education Teachers, Team Sports, \*Volleyball

Identifiers—AAHPERD, \*Rules and Regulations, \*Sports Officials

The National Association for Girls and Women in Sport (NAGWS) Volleyball Rules, are based on the United States Volleyball Rules, which in turn are adopted from the rules and interpretations of the International Volleyball Federation Rules. Following a foreword by Doris Hardy, NAGWS President, the publication is organized into five sections as follows: (1) NAGWS Women's Interscholastic and Collegiate Volleyball Rules 1992-93 (a summary of rule changes, experimental rule, reference to volleyball rules, official volleyball rules 1992-93, definition of skills and fouls, summary of penalties, red and yellow

low card sanctions, and competitive procedures and special rules); (2) Officiating Techniques and Mechanics (a summary of changes in techniques of officiating, techniques of officiating volleyball, court/game protocol, mechanics of officiating volleyball official hand signals, and instructions for use of the official volleyball scoresheet); (3) Study Questions; (4) NAGWS/ABO Services (sources of information and service, NAGWS Affiliated Boards of Officials, standards for officials' ratings in volleyball, national rating team program, and national training program); and (5) 1991 Championship Results. (LL)

ED 349 289

SP 034 024

Weiner, Lois

**Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's.**

Pub Date—Apr 92

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, Change Agents, Educational Change, Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, Higher Education, \*Internship Programs, \*Models, Public Schools, Student Characteristics, \*Teacher Education Programs, \*Teacher Educator Education

Identifiers—Collaboration for Improvement of Teacher Educ., \*Constituency Development, \*Reform Efforts

A proposed paradigm for restructuring public schools has at least two essential components: (1) schools and school personnel must recognize the strengths that students bring to school and draw on these capacities to nurture achievement; and (2) schooling should be based on collaboration among its many constituencies, including school personnel, parents, students, citizens, and higher education faculty. Two federal government programs targeted to assist disadvantaged students in the 1960s, the National Teacher Corps and Trainers of Teacher Trainers (TTT) are cited. These projects utilized teacher preparation to reform education so that children not traditionally well served by public schools would succeed academically. The focus of the Teacher Corps was on providing an internship experience which would nurture the individual teacher's ability to prompt change within the public schools; TTT attempted to utilize schools of education to alter the relationships among teacher preparation's disparate constituencies. Analysis of the Teacher Corps and TTT allows for comparison of two different approaches to using teacher preparation to improve schooling, shows how government can institute projects which promote school reform, and demonstrates that lessons learned are applicable to teacher preparation and school reform in the 1990s across the socioeconomic spectrum. (LL)

ED 349 290

SP 034 026

Barger, Robert N. Armel, Donald

**Teacher Education Faculty and Computer Competency.**

Pub Date—Feb 92

Note—11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Computer Literacy, \*Computer Uses in Education, \*Faculty Development, Higher Education, Inservice Education, Local Area Networks, Schools of Education, \*Teacher Educators, Teacher Workshops, Tutorial Programs

Identifiers—\*Eastern Illinois University

A project was introduced in the College of Education at Eastern Illinois University to assist faculty, through inservice training, to become more knowledgeable about computer applications and limitations. Practical needs of faculty included word processing, statistical analysis, database manipulation, electronic mail, file transfers, file management, and operating systems, all available through packages on personal and/or mainframe computers. The activities included: (1) establishment of a standing committee with one faculty member appointed from each of the major academic units of the university;

(2) dialogues with respect to computer needs and available resources; (3) workshops presenting information on the use of electronic mail and electronic bulletin boards; (4) tutoring of individual faculty members to improve their ability to use computers and to deal with problems and questions in "hands-on" computer sessions; and (5) liaison work with the university administration and computer services. In its second year of operation, the program has been judged a success. Reactions of College of Education faculty have been positive; faculty members have participated in the workshops and have increased their use of computing time and resources. A diagram of Eastern Illinois' local area network is attached. (LL)

ED 349 291

SP 034 028

Hart, Shannon P. Marshall, J. Dan

**The Question of Teacher Professionalism.**

Pub Date—Jul 92

Note—34p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Codes of Ethics, Elementary Secondary Education, Higher Education, Literature Reviews, Professional Autonomy, \*Professional Occupations, Student Teaching, \*Teacher Education Programs, \*Teaching (Occupation)

Identifiers—Historical Background, Knowledge Base for Teaching, \*Professionalization of Teaching, \*Professional Orientation

This paper synthesizes literature on the topic of professions in general and the teaching profession in particular. The paper is organized into three sections. The first section emphasizes the history and fundamental aspects of professions in the United States. The second section looks specifically at the teaching profession, using fundamental aspects of professions as a framework (body of knowledge, ideal of service, autonomy, ethical codes, and a distinctive culture). The third section focuses on how these aspects might be incorporated into programs seeking to promote teacher professionalism, describes what the fundamental aspects of professionalism might look like in a program designed to emphasize them, and includes examples of teacher behaviors one might look for as evidence that new teachers have internalized the characteristics of a professional. Findings suggest that programs seeking to advance professionalism in teaching must address each of the fundamental aspects of professionalism, aspects which must then be displayed by graduates of such programs; and that teacher education programs, through training, should provide future professionals a sense of collegial togetherness and support, especially during student teaching. (LL)

ED 349 292

SP 034 031

Korevaar, Gerda A. G. Bergen, Theo C. M.

**Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations.**

Pub Date—Apr 92

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teachers, Classroom Techniques, Comparative Analysis, \*Discipline Problems, Emotional Response, Foreign Countries, Higher Education, Inservice Teacher Education, \*Reaction Time, Secondary Education, \*Secondary School Teachers, Self Efficacy, Situational Tests, \*Teacher Response, \*Teaching Experience

Identifiers—Netherlands

This study was conducted to determine the relationship between teachers' experience and their perceptions of and reactions to problematic classroom situations. The purpose was to assist teacher educators to more adequately train beginning teachers who then would be better prepared to deal with problematic classroom situations. Subjects (N=49) were secondary teachers from the Southeast of the Netherlands: 25 inexperienced teachers with 0 to 3 years experience and 24 experienced teachers with more than 5 years of practice. Five simulated problematic classroom situations were shown on videotape, and teachers were asked to complete two questionnaires dealing with emotional stress reaction and the sense of self-efficacy. The data suggest that experienced teachers' reactions are characterized by more complexity than those of inexperienced

teachers; experienced teachers produce more reaction-intentions and need more reaction time; both groups show no differences in their range of reactions and seem to react in a confrontive, friendly-directive or understanding-permissive way. Attributional differences of teachers appear to be related to situational cues, rather than to teachers' experience. (LL)

ED 349 293

SP 034 032

Feldman, Allan

**Models of Equitable Collaboration between University Researchers and School Teachers.**

Pub Date—Apr 92

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Action Research, Case Studies, \*College School Cooperation, Cooperative Planning, \*Educational Objectives, \*Educational Research, Higher Education, Inservice Teacher Education, Models, Secondary Education, \*Teacher Role

Identifiers—\*Teacher Researcher Relationship, \*Teacher Researchers

This paper examines the role of teachers and their relationship with university researchers in collaborative educational research. Three models of collaboration are examined, literature on collaborations is reviewed, and preliminary findings regarding the effectiveness of an alternative collaborative model are presented. A review of reports on research projects that were labeled "collaborative" suggests that equitable collaboration between teachers and university researchers is problematic. One reason is that, generally, each partner has a different primary goal. The proposed alternative model of teacher-researcher collaboration, which was implemented in 1991-92, is based on a research team that had two distinct components: the school teachers, and the university researchers. Both groups had as their goal the better understanding of how teachers use representations (e.g., questions, examples, analogies, and metaphors). The university researchers were engaged in doing case study research, and the teachers were engaged in collaborative action research. There are complications built into this model and other complications that arose during implementation. These complications have contributed to the results of a preliminary analysis of data on the model which indicate that the model is not achieving its goal. (IAH)

ED 349 294

SP 034 036

Love, Ida Higginbotham Levine, Daniel U.

**Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction.**

Pub Date—Apr 92

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Observation Techniques, Grade 1, \*Inservice Teacher Education, Kindergarten, \*Outcomes of Education, Primary Education, \*Reading Skills, \*Staff Development, Student Motivation, \*Teacher Aides, Videotape Recordings

Identifiers—\*Training Effectiveness

This study examined the effects of training and follow-up training on teacher aides' effectiveness in the reinforcement of reading skills and motivational techniques introduced by kindergarten and first-grade classroom teachers. The following questions were addressed: (1) are trained assistants rated as more effective than untrained assistants? (2) are trained assistants who participate in a single follow-up session rated as more effective than those with initial training only? and (3) are trained assistants who participate in a second follow-up session rated as more effective than those with only one follow-up session? Participants (N=66) were organized into 2 groups: 44 were enrolled in 40 hours of in-service training, with half selected randomly to participate in either 1 or 2 follow-up sessions; the other 22 served as a control group. Data were gathered utilizing classroom observations and videotaped lessons, with rankings completed by central office administrators. Results indicate that teacher assistants receiving training and follow-up in ex-

tending classroom instruction were more effective than those without training, and that those with follow-up training were rated as more effective than those without follow-up training. (LL)

# ED 349 295 SP 034 037

Rebel, Karlheinz

## The Professionalization of Teachers—The State of the Theoretical Art in Germany.

Pub Date—Apr 92

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Information Analyses (070)

### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Theories, Elementary Secondary Education, Foreign Countries, \*Professional Recognition, \*Teacher Welfare, \*Teaching (Occupation)

Identifiers—Germany, \*Professionalization of Teaching

This paper examines the question of whether the construct of professionalization is a helpful instrument to assist teachers in achieving an acknowledged place and status in German society. The concept of professionalization as it is used in an everyday pedagogical context and in the context of various academic disciplines is analyzed, and the application of these concepts to initial teacher preparation in Germany and other countries is examined. A brief outline is given of the historical debate over the professional standing of teachers in Germany. Three theoretical positions found in the literature which reflect this debate are identified: (1) a deductive abstract position which attempts to deduce pedagogical professionalism from a reflection on the principles of educational essence; (2) an inductive-additive position characterized by the attempts to determine educational professionalism by discussing the structure of the educational tasks, based on empirical studies; and (3) a hermeneutic-reconstructive position characterized by attempts to explore the structure of pedagogical tasks in order to develop a content-oriented definition of pedagogical professionalism. Two additional theoretical approaches to professionalization and professionalism are discussed. The first of these is related to the vocational sociology approaches and is popular with practicing teachers; the second, a newer approach, concentrates on professionalization features which are claimed to be more adequate to educative functions. (IAH)

# ED 349 296 SP 034 039

Mangione, Peter L.

## Teachers' Reports on Implementing Developmentally Appropriate Practice.

Pub Date—Apr 92

Note—10p.; Research reported in this paper is part of an evaluation study of the Teacher Training Project, developed and conducted by Early Childhood Resources, 50 El Camino Drive, Corte Madera, CA 94925.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

### EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, \*Classroom Environment, Course Evaluation, \*Curriculum Development, Early Childhood Education, \*Educational Practices, Elementary School Teachers, \*Evaluation Criteria, Inservice Teacher Education, \*Learning Activities, Preschool Teachers, \*Teacher Role, Time Blocks

Identifiers—\*Developmentally Appropriate Programs

A developmentally appropriate early child classroom is described as one offering children organized activity choices, opportunities to explore content areas, and a time structure encouraging learning from one another and from adults in one-to-one and small group contexts. In addition, teachers would employ assessment practices related directly to curriculum planning, corresponding to the actual learning experiences of children, and taking into account individual differences. This study evaluates the Teacher Training Project, which emphasizes the foregoing practices. Interviews were conducted with nine preschool and nine kindergarten teachers, all of whom had completed the two-year Teacher Training Project. The interview questions emphasized changes made in the classroom environment, schedule, and curriculum; focused on teachers' understanding of how children learn, goals for stu-

dents, the teacher's classroom role, and how student learning is assessed. Results suggest that teachers who participated in the Teacher Training Project implemented developmentally appropriate practice in their classes. They made changes in the classroom environment, the structure of the day, the types of activities available to children, and assessment procedures. (LL)

# ED 349 297 SP 034 040

Van Voorhis, Judith L.

## Instruction in Teacher Education: A Descriptive Study of Cooperative Learning.

Pub Date—91

Note—28p.; Paper presented at the International Convention on Cooperative Learning (Utrecht, Netherlands, July 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Style, Comparative Analysis, \*Cooperative Learning, Education Courses, Education Majors, Elementary Secondary Education, Higher Education, Lecture Method, \*Preservice Teacher Education, Qualitative Research, Student Attitudes, Student Characteristics, Student Motivation, \*Teaching Methods

Identifiers—Learning and Study Skills Questionnaire, Learning Preference Inventory, \*Learning through Discussion

College teaching and learning were studied with respect to students' preferences for learning and motivation as they relate to various instructional methods used in teacher education. A traditional lecture format and the cooperative group discussion teaching method were compared within a specific college population. Participants (N=20), students enrolled in an undergraduate curriculum and instruction course, completed the Learning and Study Strategies Inventory (LASSI), which measures students' attitudes and motivation, and the Learning Preference Scale: Students (LPSS), which determines cooperative, competitive, or individualistic preferences for learning. Comparisons were utilized to describe relations to gender, high school grade point average, college major, and the LPSS and LASSI scores. The technique of ethnographic interviews further addressed research questions. The data showed that: cooperative learning at the college level in teacher education yielded positive outcomes for students of different genders, academic ability, college majors, and previous instructional experiences who studied together in the same course; and students' interest in the material, use of language in learning the material, and an active pursuit of learning were enhanced by structuring cooperative groups. (LL)

# ED 349 298 SP 034 041

Ray, Nancy L.

## Motivation in Education.

Pub Date—92

Note—27p.

Pub Type—Information Analyses (070)

### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Need, Attribution Theory, \*Educational Principles, \*Educational Theories, Elementary Secondary Education, Higher Education, Literature Reviews, Locus of Control, \*Motivation, \*Motivation Techniques, \*Parent Role, Self Concept, Self Motivation, Student Characteristics, \*Teacher Role

Identifiers—Adler (Alfred), Freud (Sigmund), Horney (Karen), Jung (Carl G), Maslow (Abraham), Skinner (B F)

This paper presents basic principles and theories of motivation, attempts to provide a better understanding of the concept, and explores the role motivation plays in learning. Basic theories of motivation are reviewed including: Freud's belief in motivation by the id, unconscious forces, and sexual stages; Jung and Adler's belief that people are motivated most by striving for future goals; Horney's theory that people are motivated by needs arising from anxiety; McDougall's belief that humans are motivated by instincts; Skinner's behaviorist theories that motivation comes from the environment; Hull's behaviorist theory that humans are motivated by drives; and Maslow's theory that people are motivated as needs are fulfilled. Theories on the following aspects of motivation are discussed briefly: locus of control, attribution theory, intrinsic motivation, need for achievement, motivation and the personality; motivation according to age; the teacher's role in motivation; encouraging the student; stimulating the student; the student's self-concept; and the par-

ents' role in motivation. (LL)

# ED 349 299 SP 034 042

Wolfe, Edward W. Ranney, Michael

## The Manifestation of Classroom Experience in the Problem Solving of Teachers.

Pub Date—Apr 92

Note—106p.

Pub Type—Reports - Research (143)

### EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Beginning Teachers, \*Classroom Techniques, Cognitive Mapping, \*Decision Making Skills, Doctoral Programs, Education Majors, Elementary Secondary Education, Graduate Students, Higher Education, Knowledge Level, \*Problem Solving, \*Protocol Analysis, \*Teaching Experience

Identifiers—\*Conceptual Approach

This paper describes a study of the differences between problem solving skills of graduate students in education who have had full-time teaching experience and those who have not. Information was gathered to determine the extent to which the use of concepts in problem solving and the use of problem solving strategies differ among educators as a function of teaching experience. Ten subjects, five experienced and five nonexperienced educators, engaged in two tasks. In the first task, subjects were asked to provide written responses to four questions designed to elicit belief statements about education; the second task required subjects to think aloud as they responded to two written vignettes of typical classroom situations. Results indicate that the most fundamental determinant of teacher decision making is the structure of a teacher's knowledge which is greatly influenced by the types of teaching experiences that teacher has encountered. Five appendices, which comprise over 50 percent of the document, consist of a pretest, a think-aloud task (vignettes), an example of the analysis process, coding for causal statements and examples, and diagrams of problem solving activities. (Author/LL)

# ED 349 300 SP 034 043

Livingston, Carol C. Castle, Shari

## Restructuring Schools: New Tensions and Dilemmas for Teachers.

Pub Date—Apr 92

Note—50p.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Reports - Descriptive (141)

### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Excellence in Education, \*Faculty Development, Inservice Teacher Education, \*Organizational Change, \*Participative Decision Making, \*Professional Autonomy, \*School Restructuring, Site Analysis

Identifiers—Collaborative Talk, \*Dilemma Discussion Approach, \*Mastery in Learning Project (NEA)

This study describes significant issues and learnings identified by 26 school faculties engaged in site-based, faculty-led reform initiatives over a 5-year period during participation in the National Education Association's Mastery in Learning (MIL) Project. A representative sample of MIL sites is utilized to reframe issues and learnings into dilemmas. The paper explores: (1) the concept of dilemmas in educational decision making; (2) the background of MIL; (3) cross-project data (time-lines, end-of-project interview transcripts, and transcripts of narratives); (4) six sites as exemplars in identifying faculty-led school restructuring; (5) each site's restructuring endeavors; (6) a categorized list of dilemmas derived from self-report data; and (7) utilization of a dilemma framework as a component of faculty development and collaboration. Included are tables listing frequency and "globalness" of issues such as percentage of disruptions, personal learnings, and advice for others and a figure describing dilemmas expressed by MIL participants. Dilemmas of Schooling (from Berlak & Berlak, 1981), a sample timeline, and an end-of-project interview protocol are appended. (LL)

# ED 349 301 SP 034 044

Kemp, Leroy

## Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.

Pub Date—92

Note—33p.

Pub Type—Reports - Research (143)

### EDRS Price - MF01/PC02 Plus Postage.

RIE JAN 1993



Descriptors—\*Black Teachers, \*Cognitive Development, Elementary Secondary Education, \*Field Experience Programs, Higher Education, Holistic Approach, Instructional Design, Introductory Courses, \*Knowledge Level, Preservice Teacher Education, Teacher Education Programs, \*Teaching Methods

Identifiers—Afro Americans, Pedagogical Content Knowledge, Preservice Teachers, \*Reflective Thinking, \*Textbook Dependency

The research reported here examined constructs of field dependent or real-world versus field independent or text-driven modes of instruction. It was argued that the level of pedagogical clinical knowledge and reflective thinking among prospective Afro-American teachers differed not only in mode of instruction but in level of instructional emphasis as well. Two random samples were drawn from two groups of Afro-American preservice teachers (N=183-145 females and 38 males) enrolled in an introductory level education course. A pretest/post-test quasi experimental design was used to examine differences in students' acquisition of selected aspects of clinical knowledge and level of reflective thinking. Findings supported the observation that field dependent instruction involving the analysis of real school events qualitatively influenced preservice teachers' initial cognitive integration of clinical pedagogical knowledge; a positive relationship between reflective thinking and cognitive integration of pedagogical clinical knowledge irrespective of level of instructional emphasis also was confirmed. The major implication of the study is that, in teacher education, a more holistic and flexible approach is required to enable preservice teachers to achieve a more meaningful versus a superficial understanding of teaching. (Author/LL)

ED 349 302 SP 034 045

Buehler, Ruth M. C.  
Making School Fun for You and Your Students.  
Pub Date—92

Note—13p.  
Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Objectives, \*Classroom Environment, \*Classroom Techniques, Elementary Education, \*Learning Activities, Positive Reinforcement, \*Security (Psychology), Student Participation, Success, \*Teacher Expectations of Students

Because teachers and students spend at least 180 days in school each year, it is important that school be an enjoyable place to learn and to spend time. Three components of teaching and classroom management help to make school a fun place to be. The first is security. In order to help students achieve this feeling, teachers (with student participation) need to establish rules that are consistently reinforced. Consistency enables the child to feel secure and understand expectations. The second component, ensuring success for each child, can be achieved by creating a success-oriented environment, one that links what the child already knows with new things to be taught, thus making goals attainable. Activities for involving children in the learning process include playing teacher, unison response, group discussion, and games. The final component is structure. Children need structure to know what is going to happen, and when and how it is going to happen. Structure might include a posted daily schedule, allowing for some flexible time, and appropriate settling down periods. The components of security, success, and structure intertwine and rely upon each other to make school a place where the learning process becomes a fun process. (LL)

ED 349 303 SP 034 047

Cobb, R. Brian  
Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report.

Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—31 Jul 92

Contract—VN90003001

Note—231p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Basic Skills, \*Competency Based Education, Counselor Educators, \*Counselor Training, \*Curriculum Development, Elementary Secondary Education, Higher Education, \*Integrated Curriculum, Preservice Teacher Education, Teacher Educators, \*Vocational Education Teachers

This report on a project concerned with planning and integrating basic academic skills in vocational education contains three sections. The first section describes required elements of the project; the second section presents a detailed review of how each of the major deliverables was developed; the third section outlines recommendations. The goals of the project were: to develop competency-based materials for use in vocational teacher and counselor education training programs; to assist vocational educators and counselors to integrate basic academic skills into vocational education and school counselor education programs; to field-test the materials in preservice vocational teacher education and school counselor education programs across the country; and to disseminate the materials to preservice training programs and other curriculum materials dissemination networks. Two working groups of national experts in vocational teacher education and counselor education, representing higher education, the public schools, and business and industry, assisted in conceptualizing literature reviews and focus of the curricula. There were four major phases of this project: (1) information collection; (2) draft product development; (3) field testing; and (4) product revision and dissemination. Among appendices forming the bulk of this document are the Review of the Literature (in four chapters plus references) and the plan for site visitations; these two elements (the review and the visitations) together formed the basis on which the curriculum materials were developed. The rest of the appendices consist of various working papers including working group meeting materials, draft curricula, field-test related documents, and dissemination plans and brochure. The dissemination brochure contains a price list and order form for the finished product; namely, two sets of preservice competency-based curriculum materials: "Integrating Basic Skills into Vocational Teacher Education" and "Counselor Role and Educational Change, Planning, Integration and Basic Skills." (LL)

ED 349 304 SP 034 048

Zimpher, Nancy L. Howey, Kenneth R.  
Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations.

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—40-86-0004

Note—76p.

Available from—North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 (Order Number PPD-92L, \$8.95).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Agency Cooperation, \*Beginning Teacher Induction, Educational Policy, Elementary Secondary Education, \*Faculty Development, Higher Education, Improvement Programs, \*Policy Formation, Preservice Teacher Education, \*Teacher Education, \*Teacher Recruitment, Teaching (Occupation)

Identifiers—\*Collaboration for Improvement of Teacher Education

This publication analyzes teacher education policy and practice with respect to teacher recruitment, induction, and continuing professional development with the intention of stimulating dialogue, debate, and collaboration among state agencies, state boards of education, teacher training institutions, legislators, and those involved in teacher certification. Following a foreword and preface, the document is organized into six sections: (1) Recruitment of a More Highly Qualified and Diverse Population into Teaching; (2) Selection and Early Screening into Programs of Teacher Preparation; (3) More Coherent and Potent Programs of Initial Teacher Preparation; (4) Selection into Teaching; (5) Toward Entry-Year Designs as a Necessary Extension of Preservice; and (6) Continuing Professional Development. From 3 to 12 subtopics are discussed in each section, and each section concludes with a comprehensive set of interrelated policy and practice recommendations for studied deliberation among leaders, particularly those in state education agencies who can effect some of the proposed changes. A bibliography containing 77 references is included. (LL)

included. (LL)

ED 349 305 SP 034 051

Schindelman, Laura Szoo, Jennifer  
What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT.

Pub Date—Dec 91

Note—36p.

Pub Type—Information Analyses (070) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Educational Attitudes, Educational Objectives, Equal Education, Expectation, \*Heterogeneous Grouping, High Schools, \*Homogeneous Grouping, Literature Reviews, \*Secondary School Students, Self Concept, Socioeconomic Influences, \*Track System (Education)

Based on a review of current literature, this report provides information on the impact of heterogeneous grouping versus homogeneous grouping on secondary student performance. Following a definition of ability grouping and arguments for and against its employment in current educational practice, the document examines five significant factors influenced by grouping: (1) achievement and how it is measured; (2) the effect of heterogeneous and homogeneous grouping on students' self-concept; (3) expectancies and attitudes, defined as the hopes and ideas brought into a classroom by both students and teachers on how well they will succeed and how much they will learn; (4) the influence of socioeconomic status on ability grouping; and (5) opportunities for learning, equated with equal access to quality education. Results of the review suggest that ability grouping is not necessarily harmful, but the practice unsupported by an overall educational purpose can lead to unclear effects on student educational outcomes, and that any school seeking to re-evaluate grouping systems should take into consideration student body composition, the purpose of ability group placement, and the desired educational outcomes. (26 references) (LL)

ED 349 306 SP 034 052

Shulman, Judith  
Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 92

Contract—RP91002006

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, \*Behavior Change, \*Case Studies, Discussion (Teaching Technique), Educational Practices, Elementary Secondary Education, Faculty Development, In-service Teacher Education, \*Multicultural Education, Social Bias, \*Teacher Attitudes, \*Teacher Response

Identifiers—\*Analytic Approach, \*Case Method (Teaching Technique)

This paper describes a case study approach to multicultural education and examines what was learned from a project utilizing teacher-written cases in a seminar for new teachers. A case is described and analyzed. Data were gathered by reflecting on what had been taught about teaching in diverse classrooms and discussing potential implications for teacher education and professional development. Findings suggest that case-based teaching provides opportunities for teachers to accomplish many things: make explicit their beliefs about teaching and learning; test assumptions about practice; confront personal biases; achieve a deeper understanding of issues related to race, gender and culture; and transform what is learned into instructional practices tailored to students. The publication is organized into five sections: (1) Case Methods in Multicultural Education: Background; (2) Confronting Bias, Innocence and Racism: A Case in Point; (3) Findings: Impact on Participants, Changes in Behavior, and Response to the Case-Based Approach; (4) The Challenges of Case-Based Teaching: Provide a Safe Environment, Monitor Participants' Emotions, Balance Personal and Participants' Agendas, and Limitations of Case-Based Teaching; and (5) Implications. (Author/LL)

ED 349 307 SP 034 054

Anderson, Debra J. And Others

**Teacher Supervision That Works: A Guide for University Supervisors.**

Report No.—ISBN-0-275-94264-3

Pub Date—92

Note—184p.

Available from—Greenwood Publishing Group, Inc., 88 Post Road West, Box 5007, Westport, CT 06881 (\$39.95).

Pub Type—Books (010) — Guides - General (050) Document Not Available from EDRS.

Descriptors—Cooperating Teachers, Elementary Secondary Education, Guides, Higher Education, Mentors, Preservice Teacher Education, Student Teachers, \*Student Teacher Supervisors, \*Supervisory Qualifications, \*Supervisory Methods, \*Supervisory Training, Teacher Education Programs

University supervisors act as the link between the needs and interests of student teachers, institutions of higher learning, and public and private schools. This volume serves as a practical guide for university supervisors, examining the supervisory process as well as the necessary preparation and responsibilities of the supervisor, the historical assumptions underlying the supervisory role, and what research reveals about effective supervision. Following a preface, the book is organized into 16 chapters. They are: (1) "Realities and Misconceptions Surrounding University Supervision"; (2) "An Historical Overview of University Supervision"; (3) "Preparation of the University Supervisor: Documenting the Need, Attitudes, Experiences, Skills, and Attributes"; (4) "Preparation of the University Supervisor: Philosophical Foundations"; (5) "Preparation of the University Supervisor: Psychological Foundations"; (6) "Preparation of the University Supervisor: Sociological Foundations"; (7) "Observing Student Teachers"; (8) "Evaluating Student Teachers"; (9) "Effective Supervisory Conferences"; (10) "The University Supervisor as Seminar Teacher"; (11) "Working with First-time Cooperating Teachers"; (12) "Discipline and the University Supervisor: Developing Appropriate Attitudes"; (13) "The University Supervisor and Curriculum"; (14) "Common Concerns of University Supervisors and Cooperating Teachers"; (15) "The Conflict between Individuality and Conformity"; and (16) "The Present Status of and Future Trends in Supervision." (LL)

ED 349 308 SP 034 055

Dana, Nancy Fichtman And Others

**Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls.**

Pub Date—Jan 92

Note—14p.; Paper presented at the Qualitative Research in Education Conference (Athens, GA, January 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Improvement, \*Interviews, Personal Narratives, \*Qualitative Research, \*Questioning Techniques, Researchers, \*Research Skills, Skill Development

Identifiers—\*Question and Answer Exercises, \*Question Types

This paper summarizes practical strategies that qualitative researchers can employ to improve their interviewing skills. The first section, "The Art of Questioning: Wordings Makes a Difference," presents several guidelines: (1) questions should be short and precise; (2) ask only one question at a time; (3) avoid questions in which the answer is either given or implied; (4) be cognizant of interviewees' use of language (i.e., dialects, idioms, jargon, slang) and use language that is understandable and comfortable for your informants; and (5) avoid "why" questions since they tend to put informants on the defensive. The next section, "Another Look at Questioning: It's Not Just the Wording. It May Be the Questions Themselves," outlines strategies which depart from the typical researcher question and facilitate verbal participation of the informant. Some question alternatives are: (1) the declarative statement; (2) the reflective statement; (3) the declaration of perplexity; (4) the invitation to elaborate; and (5) deliberate silence, also called wait time. Four constructed interviews illustrate the practical suggestions offered while simultaneously telling the stories of four researchers and their experiences with qualitative interviewing. (LL)

ED 349 309 SP 034 063

Hougham, Pollidia

**Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations.**

Pub Date—92

Note—85p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Observation Techniques, Cooperating Teachers, Elementary Education, Higher Education, \*Questioning Techniques, Self Evaluation (Individuals), \*Student Teacher Evaluation, Student Teachers, Student Teacher Supervisors, Student Teaching, \*Teacher Improvement, \*Thinking Skills, \*Videotape Recordings

Identifiers—\*Question Answer Reciprocity, \*Question Types

The study reported here was conducted to improve student teachers' skills in asking questions capable of eliciting learner responses on a higher cognitive level. Participants, senior student teachers, were chosen randomly for video evaluations of their question asking strategies. Following video recording of lessons, the student teachers performed self-evaluations. Trained observers and college coordinators used an observation form which recognized the levels, types, and techniques of questions that senior student teachers were utilizing; data were collected after each observation; and feedback was provided. Results indicate that subsequent to video evaluation, student teachers' question asking skills improved in the following areas: skill in asking both low- and high-level questions; techniques when asking questions; and abilities to ask questions which would encourage higher level thinking. Appended are: a student teacher's needs assessment form (which includes concerns about questioning skills); an observation form; a supervising teacher's questionnaire; and an evaluation checklist. (Author/LL)

ED 349 310 SP 034 064

Huang, Shwu-yong Lhou Waxman, Hersholt C.

**Stability of Teachers' Classroom Instruction across Classes and Time of Observation.**

Spons Agency—Department of Education, Washington, DC.

Pub Date—Apr 92

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, \*Interaction Process Analysis, Intermediate Grades, Junior High Schools, \*Learning Processes, \*Mathematics Teachers, Middle Schools, \*Outcomes of Education, \*Teacher Behavior, Teacher Role, Teacher Student Relationship

Identifiers—\*Behavioral Stability

The stability of teacher behavior has been one of the most important areas of process-product research. This study was designed to investigate teacher stability in the context of math instruction across classes and times of observation in order to assess the relationship between teaching styles and student learning outcomes. Specifically the study examines: the setting, purpose, and nature of the classroom interactions of a group of middle school mathematics teachers; the stability of mathematics teachers' instructions across classes and time of observations; and the consistency of teacher instruction over a period of time. Subjects (N=62) were mathematics teachers from 5 middle schools in a metropolitan school district in the Central South who taught at a single grade level (grade 6, 7, or 8) during the observed school year. Data were collected through use of the Teacher Roles Observation Schedule (TROS) which documents observed teacher behaviors in the context of ongoing classroom instructional-learning processes. Results offer the following insights into the classroom process: (1) interactions with students were mostly instructional, sometimes managerial; (2) explaining, questioning, and commenting to the whole class were frequently utilized; (3) the task's process was emphasized more than the product; and (4) classrooms became more active over time as teachers and students came to know each other better. It was also found that teacher stability decreased over the long term, and that teachers directed classroom instruction with considerable flexibility. (LL)

ED 349 311 SP 034 081

Buechler, Mark And Others

**Alternative Teacher Certification. Policy Briefs No. 17.**

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RP91002007

Note—13p.

Pub Type—Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Alternative Teacher Certification, Educational Environment, Educational Objectives, \*Educational Policy, Educational Trends, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Preservice Teacher Education, \*State Programs, State Standards, Teacher Recruitment

Identifiers—\*Urban Teacher Preparation Program

Supporters of alternative certification (AC) claim these programs can help to recruit minority and male teachers and to attract talented individuals with subject-area expertise in areas such as math, science, and foreign languages. Opponents claim that AC can undermine teacher professionalism and that it does and that it does not provide the pedagogical skills taught in traditional teacher preparation programs. Alternative certification programs vary in intent and format, but they generally fit into at least one of eight categories. This publication outlines AC programs in eight states: New Jersey, Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. It includes a lead article, "Alternative Teacher Certification" by Mark Buechler and Nancy Fulford, and three commentaries: "Alternative Routes to Certification: Are We on the Right Track?" (Debby Dresner Shulman); "Toward the Strategic Use of Alternative Routes to Teaching" (Gary Natriello); and "Danger: Explosive! Defusing the Alternative Certification Controversy" (John J. Attinasi and Kenneth J. Schoon). The commentaries discuss AC's relationship to such issues as the role of schools in teacher preparation, the role of state and local agencies in managing teacher supply, the content of teacher education, and the relationship of teacher selection to teacher quality. Included in the Attinasi-Schoon University Northwest, the Urban Teacher Education Program. New Jersey's Provisional Teacher Program, another AC program, is briefly described in an inset, and summaries of regional action in this area are given for seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. (IAH) innovative inservice alternative certification program at Indiana University Northwest, the Urban Teacher Education Program. New Jersey's Provisional Teacher Program, another AC program, is briefly described in an inset, and summaries of regional action in this area are given for seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. (IAH)

ED 349 312 SP 034 082

Dilworth, Mary E., Ed.

**Diversity in Teacher Education: New Expectations.**

American Association of Colleges for Teacher Education, Washington, D.C.

Report No.—ISBN-1-55542-472-4

Pub Date—92

Note—278p.

Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94014 (\$28.95 plus \$3 shipping).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Asian Americans, Black Students, Black Teachers, \*Cross Cultural Training, Cultural Awareness, Cultural Differences, Educational Change, Elementary Secondary Education, Ethnic Groups, Higher Education, Hispanic Americans, \*Minority Groups, \*Minority Group Teachers, \*Multicultural Education, \*Policy Formation, Teacher Education Programs, Teacher Educators, Teacher Recruitment, Teaching (Occupation)

Identifiers—\*Diversity (Student), Reform Efforts

The increasing racial and ethnic diversity of classrooms in the United States presents a significant challenge to the next generation of teachers and to those responsible for their training. This book ex-

plains the steps teacher educators and policymakers must take in order to prepare a teaching force that is both culturally diverse and culturally aware. Following a preface by the editor, the volume is organized into 12 chapters: (1) "Restructuring for a New America" (Carlton E. Brown); (2) "Preparing Teachers for Culturally Diverse Classrooms" (Antoine M. Garibaldi); (3) "Countering Parochialism in Teacher Candidates" (Nancy L. Zimpher, Elizabeth A. Ashburn); (4) "Understanding the Dynamics of Race, Class, and Gender" (Donna M. Gollnick); (5) "Making Teacher Education Culturally Responsive" (Jacqueline Jordan Irvine); (6) "Learning To Teach Hispanic Students" (Ana Maria Schuhmann); (7) "Recruiting and Retaining Asian/Pacific American Teachers" (Philip C. Chinn, Gay Yuen Wong); (8) "Accommodating the Minority Teacher Candidate: Non-Black Students in Predominantly Black Colleges" (Johnnie Ruth Mills, Cozetta W. Buckley); (9) "Tapping Nontraditional Sources of Minority Teaching Talent" (Richard I. Arends, Shelley Clemson, James Henkelman); (10) "Changing School Culture To Accommodate Student Diversity" (Linda F. Winfield, JoAnn B. Manning); (11) "Diversifying Assessment: A Key Factor in the Reform Equation" (Leonard C. Beckum); and (12) "Restructuring for Diversity: Five Regional Portraits" (Sharon S. Nelson-Barber, Jean Mitchell). (LL)

## TM

**ED 349 313** **TM 018 307**  
**New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts.**

New York State Education Dept., Albany.  
 Pub Date—Feb 92  
 Note—244p; For a related document, see TM 018958.

Available from—New York State Education Department, Fiscal Analysis and Services Unit, Albany, NY 12234 (\$8.00 for two-volume set).

Pub Type—Numerical/Quantitative Data (110)  
**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Achievement Tests, Annual Reports, Educational Finance, Elementary Secondary Education, Enrollment, \*Institutional Characteristics, \*Profiles, \*Public Schools, \*School Districts, School Statistics, State Programs, State Surveys, \*Student Characteristics, Student Evaluation, Tables (Data), \*Teacher Characteristics, Test Results

Identifiers—\*New York, New York State Regents Examinations, Status Reports

The annual report on education in New York State required by the legislature is presented in two volumes. This volume, the second part, presents individual school district profiles. It is a companion to "New York, the State of Learning: Statewide Profile of the Educational System." Both publications were derived primarily from information submitted by the district superintendents. Data are grouped into categories for New York City, large city school districts, other city districts, suburban districts, and rural districts. Information on the more than 700 districts in the state is presented in six tables (117 pages): (1) Table 1 presents district type and information on student characteristics and enrollment; (2) Table 2 summarizes information about teachers and educational finance; (3) Table 3 contains results of several student evaluation programs; and (4) Tables 4, 5, and 6 contain results of New York State Regents' Examinations in 12 subjects. A glossary precedes the tables. (SLD)

**ED 349 314** **TM 018 606**  
**Marsh, Herbert W.**  
**What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data.**

Pub Date—Apr 92  
 Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 14-20, 1992).  
 Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Academic Achievement, Catholic Schools, Educational Research, Extracurricular Activities, Family Structure, High Schools, \*High School Students, \*National Surveys, \*Outcomes

of Education, Predictor Variables, Public Schools, Self Concept, Sex Differences, Single Sex Schools, Student Attitudes, Student Behavior, Student Employment  
 Identifiers—Academic Self Concept, \*High School and Beyond (NCES)

Variables that influence growth and change in educational outcomes in the last 2 years of high school were studied using data from the High School and Beyond (HSB) study. The HSB study provided a database of thousands of variables for about 30 students from each of 1,000 randomly selected high schools in the United States in their sophomore and senior years and 2 years after graduation. This research summary briefly reviews studies on: (1) effects of public, Catholic single-sex, and Catholic coeducational high schools on achievement, affect, and behaviors; (2) effects of attending single-sex and coeducational high schools on achievement, attitudes, behaviors, and sex differences; (3) sex differences in the development of mathematics and verbal self-concepts; (4) failure of high-ability schools to deliver academic benefits; (5) influence of internal and external frames of reference on formation of mathematics and English self-concepts; (6) effects of employment during high school; (7) effects of extracurricular activities; (8) effects of participation in sports; and (9) changes in achievement, attitudes, and behavior in the last 2 years of high school for students from different family structures. Methodological implications from these studies are discussed. Three tables and 5 figures present data from the various studies, and 15 references are included. (SLD)

**ED 349 315** **TM 018 607**  
**Marsh, Herbert W.**

**The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model.**

Pub Date—Apr 92  
 Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 14-20, 1992).  
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Academic Achievement, Content Analysis, \*Correlation, Factor Analysis, Foreign Countries, High Schools, \*High School Students, \*Models, Multitrait Multimethod Techniques, Path Analysis, Rating Scales, \*Student Attitudes  
 Identifiers—\*Academic Self Concept

Extending research on the Marsh/Shavelson model of self-concept, a set of 14 academic self-concept scales was related to school performance in 8 school subjects for a sample of 507 high school students. Correlations between matching areas of self-concept and achievement (0.45 to 0.70; mean  $r = .57$ ) were substantial and larger than correlations between non-matching areas. Path models and multitrait-multimethod analyses further demonstrated that self-concept/academic achievement relations were very specific to particular school subjects. Different components of academic self-concept were better differentiated (less correlated) than were the corresponding academic achievement scores. The findings indicate that components of academic self-concepts are more differentiated and relations between academic self-concepts and academic achievements are more content specific than previously assumed. (Four figures illustrate the study, and a nine-item list of references is included.) (Author)

**ED 349 316** **TM 018 609**  
**Marsh, Herbert W. Balla, John**  
**Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony.**

Pub Date—2 Mar 92  
 Note—39p.  
 Pub Type—Reports - Evaluative (142)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Comparative Analysis, \*Computer Simulation, \*Estimation (Mathematics), Foreign Countries, \*Goodness of Fit, \*Mathematical Models, \*Sample Size  
 Identifiers—\*Confirmatory Factor Analysis, \*Parsimony (Statistics)

The influence of sample size (N) and model parsimony on a set of 22 goodness of fit indices was investigated, including those typically used in confirmatory factor analysis and some recently developed indices. For sample data simulated from 2 known population data structures, values for 6 of 22 fit indices were reasonably independent of N and

were not significantly affected by the addition of freely estimated parameters known to have 0 values in the population. Indices recommended for evaluating goodness of fit were: (1) two indices based on non-centrality described by R. P. McDonald (1990); (2) a new relative (incremental) index based on non-centrality (P. M. Bentler, 1990 and R. P. McDonald and H. W. Marsh 1990); (3) unbiased estimates of goodness of fit (K. G. Joerisog and D. Sorbom, 1988) presented by J. H. Steiger that are based on non-centrality; and (4) the widely known relative index developed by L. R. Tucker and C. Lewis (1973). Penalties for model complexity designed to control sampling fluctuations and to facilitate the inevitable compromise between goodness of fit and model parsimony were evaluated. Seven tables present analysis results and there is a 36-item list of references. Appendix 1 describes the indices used in the study, and Appendix 2 gives mean values for each model. (Author/SLD)

**ED 349 317** **TM 018 877**  
**Integrating Curriculum and Assessment: A Workshop Guide.**

Chapter 1 Technical Assistance Center, Overland Park, KS.; Research and Training Associates, Inc., Overland Park, KS.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.

Report No.—TAC-B-239  
 Pub Date—[92]  
 Note—189p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Classification, \*Compensatory Education, \*Curriculum Development, \*Educational Assessment, Educationally Disadvantaged, Educational Planning, Elementary Secondary Education, Guidelines, \*Integrated Activities, Interpersonal Communication, Portfolios (Background Materials), Standardized Tests, Technical Assistance, \*Workshops

Identifiers—Hawkins Stafford Act 1988, Paper and Pencil Tests, \*Performance Based Evaluation

Materials are presented for conducting a workshop on increasing participants' awareness of how to integrate assessment options into a comprehensive plan. A typology for assessment options is provided that includes: (1) paper-and-pencil tests; (2) performance assessments; and (3) personal communications options. Assessment options are discussed in terms of their "fit" with the requirements of Chapter 1 of the Education Consolidation and Improvement Act, including standardized testing, measuring progress on other desired outcomes, and using evaluation information to improve the quality of Chapter 1 programs. Systems for organizing assessment information are described, including observational and attitudinal checklists, anecdotal records, and portfolios. A sample planning document is included, and technical issues are discussed. With regard to length, it is estimated that an overview of the workshop can be presented in 1.5 hours, and that the workshop can be extended with the use of videotapes, additional activities, and planning for a comprehensive assessment strategy. Attachments comprising the greater part of the document include: (1) 46 figures (overheads); (2) several handouts; (3) 7 appendixes of support materials for the various units; (4) a section on aggregating data for desired outcome examples; and (5) a list of 34 references. (SLD)

**ED 349 318** **TM 018 917**  
**Franklin, Jennifer And Others**  
**Grade Inflation and Student Ratings: A Closer Look.**

Pub Date—Apr 91  
 Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).  
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Size, \*College Faculty, \*Courses, Evaluation Methods, \*Grade Inflation, Higher Education, Longitudinal Studies, Predictor Variables, Scoring, \*Student Evaluation of Teacher Performance, \*Teacher Effectiveness, \*Undergraduate Students

Identifiers—\*Frequency of Measurement

Although many sources have discounted the likelihood of grade inflation resulting from instructors trying to "buy" better student ratings of instruction, many faculty members still believe that there is



widespread manipulation of grades. This study involving 28,629 undergraduates over a 6-year period found no relationship between frequency of evaluation and 2 indices of grade inflation: average end of term grades and student ratings of course workload. Participation levels evaluated ranged from fewer than 500 courses per quarter to over 1,300. Student ratings of course difficulty tended to be higher for more frequently evaluated instructors. No differences in grading patterns over the 6-year study period for instructors were observed for changes in evaluation contingencies such as whether ratings were voluntary and confidential or mandatory and published. Class size proved to be an important predictor both of ratings of instructor effectiveness and end of term grades. Six tables present study data, and a 20-item list of references is included. (Author/SLD)

ED 349 319 TM 018 923

Anderson, Paul S. Hyers, Albert D.

**Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results.**

Pub Date—Apr 91

Note—29p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Students, Comparative Testing, \*Computer Assisted Testing, Correlation, \*Difficulty Level, Higher Education, \*Multiple Choice Tests, Scoring, Statistical Significance, \*Test Reliability, Test Validity

Identifiers—Answer Banks, \*Item Discrimination (Tests), \*Multi Digit Tests

Three descriptive statistics (difficulty, discrimination, and reliability) of multiple-choice (MC) test items were compared to those of a new (1980s) format of machine-scored questions. The new method, answer-bank multi-digit testing (MDT), uses alphabetized lists of up to 1,000 alternatives and approximates the completion style of assessment items. Five data sets were analyzed with a total of over 500 postsecondary students. Each student answered between 13 and 30 pairs (total of 110 pairs) of identical questions in both MC and MDT formats. Quantitative measures, including correlation and significance of difference in means, reveal that in comparison to MC questions, the MDT items predictably are: (1) more difficult; (2) consistently better discriminators (higher validity); and (3) continually better providers of test reliability. The evidence firmly indicates that the MDT answer bank format of responses is superior in these quantitative measures to the MC format for questions where either could be used appropriately. The MDT format could be widely used in education to improve measurement without raising costs. One table and four appendices are included. Appendices 1 and 2 provide background material and a description of the data sets. Appendices 3 and 4 contain 15 tables of statistics describing the data sets. (Author/SLD)

ED 349 320 TM 018 933

Barion, Paul E. Coley, Richard J.

**America's Smallest School: The Family. Policy Information Report.**

Educational Testing Service, Princeton, NJ. Policy Information Center.

Pub Date—92

Note—49p.

Available from—Policy Information Center, 04-R, Educational Testing Service, Rosedale Road, Princeton, NJ 08541.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Child Rearing, Educational Improvement, Elementary Secondary Education, Family Characteristics, \*Family Role, Home Study, Homework, Parent Influence, Parenting Skills, Parent Participation, \*Parents as Teachers, Parent Student Relationship

The basic socializing and nurturing institution in the United States is the family, which can be considered America's smallest school. This report assembles a variety of measures that are available to indicate what happens outside the school and within the home that is related to educational achievement. Information comes from large-scale surveys and

measurement programs. The report's main focus is on the following topics: (1) the parent-pupil ratio; (2) the home library; (3) reading at home; (4) watching television; (5) homework; (6) absence from school; (7) parent involvement; and (8) family resources. Each of these topics has a section to itself and each section includes statistical graphs and charts. A concluding summary reviews all sections. As the nation strives to reach goals for education by the year 2000, the family seems to be playing a smaller role in educational improvement. However, parents can make a great difference, and education in the home can become the platform on which the school can build higher achievement. A total of 31 figures and 2 tables are contained in the text, and 4 additional tables about educational trends are appended. (SLD)

ED 349 321 TM 018 944

Jaeger, Richard M. Usher, Claire H.

**Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.**

Pub Date—Apr 91

Note—38p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Comparative Analysis, \*Curriculum Evaluation, Educational Assessment, \*Educational Quality, Elementary Secondary Education, \*Evaluation Methods, \*Evaluators, \*Institutional Characteristics, Inter-rater Reliability, Standardized Tests

Identifiers—\*Multi Attribute Utility Theory, \*Policy Capturing Method, Weighting (Statistical)

This paper reports on a study of the foundation and application of two procedures used to specify appropriate weights to be applied to components in determining the overall quality of a school. These procedures are multiattribute utility technology (MAUT) and policy capturing, and the paper presents the results of applying them, using key educational leaders in a southern state as judges. School components considered were: (1) selected core academic programs; (2) selected programs for specific subpopulations (special education and at-risk students); (3) a service delivery program; (4) selected administrative programs; and (5) several averaged student performances on standardized achievement tests. Using MAUT, judges identify attributes, determine their relative importance, estimate the value of each entity, derive an overall judgment for each, and investigate the consistency and sensitivity of judgments produced. Policy capture describes the unique information processing strategies of individual raters statistically. Judgment data were collected from 29 educational leaders through MAUT and policy capturing. Weights obtained from both procedures indicate that assigning equal weights to the attributes would misrepresent the values judges ascribed to these attributes as contributors to the overall quality of schools. Each procedure produced distributions of median weights that varied substantially from a uniform distribution, and analysis of the differences between them indicated that, if consistency of judgment is the criterion for selection of an attribute weighting method, policy capture is the method of choice. Two tables and four figures, which are replicated in an attached handout, present study data. There is a 61-item list of references. (SLD)

ED 349 322 TM 018 946

Mather, Nancy Jaffe, Lynne E.

**Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports.**

Report No.—ISBN-0-88422-115-6

Pub Date—92

Note—382p.

Available from—Clinical Psychology Publishing Company, Inc., 4 Conant Square, Brandon, VT 05733 (\$39.50).

Pub Type—Books (010)—Guides—Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Cognitive Ability, \*Diagnostic Tests, Disabilities, Educational Diagnosis, \*Evaluators, \*Guidelines, Interpersonal Competence, Knowledge Level, Mathematics, Oral Language, \*Psychoeducational Methods, \*Psychological Testing, Reading, Self Esteem, \*Test Use, Writing (Composition), Written Language

Identifiers—Behavior Management, \*Woodcock Johnson Psycho Educational Battery

This book is intended to serve as a reference for evaluators using the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R) and to assist examiners in preparing psychoeducational reports for individuals of all ages. In the first section, a wide variety of educational recommendations is provided for the cognitive factors, oral language, and achievement areas of reading, written language, mathematics, and knowledge/content. Additional recommendations are given for attention deficit disorder, behavior management, social skills/self-esteem, and for students with hearing and visual impairments. The second section provides a brief discussion of writing behavioral objectives for classroom teachers and educational therapists. The third section presents diagnostic reports that illustrate applications of the WJ-R in educational settings. The appendix contains summaries, arranged alphabetically, of methods and techniques that were included in the recommendations or the diagnostic reports. Summaries of these types may be attached to a psychoeducational report so that teachers, tutors, or parents can implement the recommended procedure. Nineteen figures in the text and an additional 11 figures in the appendix illustrate the discussion. There is a 165-item list of references. (SLD)

ED 349 323 TM 018 947

Hyers, Albert D. Anderson, Paul S.

**Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment.**

Pub Date—91

Note—11p; Paper presented at the Conference of the New England-St. Lawrence Valley Geographical Society (Montreal, Quebec, Canada, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, Comparative Testing, \*Computer Assisted Testing, Difficulty Level, Educational Assessment, Educational Improvement, Educational Innovation, \*Geography, Higher Education, \*Instructional Materials, Multiple Choice Tests, \*Scoring, Teaching Methods, Test Format, Test Items, Test Reliability

Identifiers—Item Discrimination (Tests)

Using matched pairs of geography questions, a new testing method for machine-scored fill-in-the-blank, multiple-digit testing (MDT) questions was compared to the traditional multiple-choice (MC) style. Data were from 118 matched or parallel tests of 4 tests from 764 college students of geography. The new method produced superior results when measured by three widely accepted education statistics: (1) item difficulty; (2) item discrimination; and (3) test reliability (Kudor-Richardson Formula 20). MDT equivalents of world geography MC questions were more difficult and had 14% better discrimination. Map location questions were much easier than concept questions regardless of style. Furthermore, in contrast to the traditional MC format, the MDT method more clearly identified marginal examinees as indicated by standardized tests and especially by cumulative grade point averages. The analysis suggests that the MDT method fosters increased learning of geography because it discourages guessing and recognition as examination strategies. Geography teachers can effectively and easily use this method. Two tables and seven figures illustrate the discussion. (Author/SLD)

ED 349 324 TM 018 948

**Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991.**

Colorado State Dept. of Education, Denver.

Pub Date—May 92

Note—60p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Tests, \*Educational Assessment, Elementary Secondary Education, Grade 4, Grade 7, Grade 10, Norm Referenced Tests, Profiles, School Districts, \*School Statistics, Scores, Standardized Tests, \*State Programs, State Surveys, \*Student Evaluation, Tables (Data), Testing Programs, Test Results

Identifiers—\*Colorado, Iowa Tests of Basic Skills

Colorado conducts an assessment program to provide a statewide profile of student achievement. Results for fall 1988 and fall 1991 are presented in a series of tables. A standardized, nationally

norm-referenced achievement test, the Iowa Tests of Basic Skills, was administered in 1988 to students in grades 4, 7, and 10, and again to the same grades in 1991. The same general sampling procedures were used in both years to assure that both were valid and representative samples. To provide a profile of the average Colorado student at each of the three grades, the results in this report represent national percentile ranks for students of the mean developmental scale score in each learning area on the basic test battery. To better profile changes in achievement over time, mean developmental scale scores are also presented. Percentages of student ranking in the upper decile, the upper quartile, the lower quartile, and the bottom decile are also presented. For each of these areas, results are presented by sex, race and ethnicity, district size, and geographic finance category. Included are 47 tables and a list of the school districts in Colorado by size. (SLD)

**ED 349 325** TM 018 950

MacKenzie, Stella Keith, Jo Ann

**Pupil Membership and Related Information, Fall 1991.**

Colorado State Dept. of Education, Denver.

Pub Date—Mar 92

Note—187p.; For the previous year's report, see ED 335 371.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Educational Trends, Elementary Secondary Education, \*Enrollment, Ethnic Groups, Graduation, High School Graduates, Minority Group Children, \*Public Schools, Racial Differences, School Districts, \*School Statistics, \*State Surveys, Tables (Data), Trend Analysis

Identifiers—\*Colorado

This report, prepared from information collected from Colorado's public school districts for 64 counties, provides information about public school students grades K through 12. In fall 1991, there were 593,030 students in Colorado's public schools, representing a substantial increase for the second consecutive year, and surpassing the state's previous membership peak in 1972. Native Americans, Asian Americans, Blacks, and Hispanic Americans represented 25.1% of the total student population. The Denver metropolitan area includes 53.9% of the state's total student membership. The graduation rate for the class of 1991 was 78.9%. Eight tables comprising the bulk of this document present student information in the following areas: (1) state trends in student membership from fall 1987 through fall 1991 by district; (2) summary of selected school district data; (3) fall membership by school and grade; (4) fall membership by school district and ethnic/racial group; (5) ranking of Colorado school districts by 1991 fall membership; (6) 1991 graduates by district, ethnic and racial group, and sex; (7) graduation and completion rates by setting; and (8) state trends in public high school graduates 1978-91. Two illustrations in graph form summarize educational trends. (SLD)

**ED 349 326** TM 018 951

MacKenzie, Stella Keith, Jo Ann

**Certificated Personnel and Related Information, Fall 1991.**

Colorado State Dept. of Education, Denver.

Pub Date—Mar 92

Note—163p.; For the previous year's report, see ED 335 370.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Age Differences, \*Certification, Elementary Secondary Education, Enrollment, Ethnic Groups, \*Principals, Racial Differences, School Districts, \*School Statistics, Sex Differences, State Surveys, \*Superintendents, Tables (Data), \*Teacher Characteristics, Teacher Salaries

Identifiers—\*Colorado

Information is presented about public school teachers and other holders of certificates in Colorado in 1991. The average salary for the 33,093 public school teachers was \$33,072, representing a 3.9% increase over the 1990 average salary. This marked the third consecutive year that the average teacher salary in Colorado was below the national average. Classroom teachers represented 52.9% of the total certificated and non-certificated staff. About 70% of the teachers, 35% of the principals, and 7% of the superintendents were female. American Indians, Asian Americans, Blacks, and Hispanic Americans represented 9.3% of the state's teachers, but 25.1%

of the student population. These facts and others are presented in 12 tables: (1) average salaries of teachers and administrators by district; (2) full-time equivalent and average salaries by district; (3) certified personnel by college preparation; (4) selected certified personnel by salary range and school district size; (5) average age of certified personnel by position and sex; (6) certified personnel by position, ethnic/racial group, and sex; (7) ethnic/racial personnel for selected positions; (8) total certified personnel and classroom teachers; (9) pupil membership and classroom teachers; (10) full-time equivalents by position; (11) certified personnel by district and ethnic/racial group; and (12) full-time equivalents of non-certified personnel. Three illustrations in graph form indicate trends relating to teachers. (SLD)

**ED 349 327** TM 018 953

Scott, Leslie A. Ingels, Steven J.

**Transitions to High School; Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey.**

National Opinion Research Center, Chicago, Ill. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—Apr 92

Contract—RS-8800-3001

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Course Selection (Students), Educational Policy, Educational Practices, \*Followup Studies, Grade 8, Grade 10, \*High School Students, \*Instructional Effectiveness, Mathematics Achievement, National Surveys, Research Design, Research Methodology, Secondary Education, Student Adjustment, Student Attitudes, Student Characteristics, \*Student Promotion

Identifiers—\*National Education Longitudinal Study 1988, Student Surveys, \*Transition Time

The longitudinal analysis population of the National Education Longitudinal Study of 1988 (NELS:88) is used to produce descriptive findings about the transition to high school of eighth grade students. An overview summarizes some of the policy issues of the study and sketches the research design and samples. First, longitudinal data are used to describe some basic transitions, specifically, the proportions of the sample who changed between public and private sectors between the 8th and 10th grades or who dropped out of school. Eighth graders' perceptions of the ease of transition are summarized. Second, taking mathematics as an example, cross-sectional data are used to describe 10th grade learning and achievement, student reports of course-taking and classroom practices and emphases are summarized, and both sociodemographic and instructional correlates of mathematics achievement are examined. These examples illustrate the use of the two principal analysis populations available through the first follow-up dataset, a representative sample of 8th graders followed 2 years later as 10th graders. Eleven tables and five figures present analysis data. Further information about the availability and release schedules for NELS:88 data files is provided in four appendices. (Author/SLD)

**ED 349 328** TM 018 958

**New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System.**

New York State Education Dept., Albany.

Pub Date—Feb 92

Note—313p.; For a related document, see ED 303 548 and TM 018 307.

Available from—New York State Education Department, Fiscal Analysis and Services Unit, Albany, NY 12234 (\$8 for two-volume report). Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors—\*Academic Achievement, Educational Finance, \*Educational Trends, Elementary Secondary Education, Higher Education, \*Outcomes of Education, Postsecondary Education, Profiles, School Districts, \*School Statistics, Standardized Tests, State Programs, \*State Surveys, Tables (Data)

Identifiers—\*New York, Status Reports

This is the fourth annual report on New York State's schools written pursuant to legislation enacted in 1987. As in previous years, there is a bimodal curve of achievement, with students in affluent suburban areas doing better than those in concentrated pockets of poverty, particularly in cities. A statistical portrait of the elementary and secondary system is presented, using the most current available data. This volume displays information about public and non-public schools for the state as a whole and for five public school categories covering cities, the suburbs, and rural areas, and for two non-public school areas in New York City and elsewhere. Information is provided on: (1) enrollment trends; (2) resources; (3) participation rates in various programs; (4) student performance, including standardized test performance; (5) attendance and high school completion; and (6) postsecondary education and employment. The patterns of inequality of educational outcomes and the breadth of these inequalities between minority and non-minority children have not changed since this report was first published in 1988. Included are 91 figures and 100 tables of data about New York schools. (SLD)

**ED 349 329** TM 018 959

**Snapshot '91: 1990-91 School District Profiles.**

Texas Education Agency, Austin. Dept. of School

Support Services.

Report No.—GE2-072-02

Pub Date—92

Note—597p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF03/PC24 Plus Postage.**

Descriptors—\*Academic Achievement, Accountability, Educational Finance, \*Educational Trends, Elementary Secondary Education, \*Profiles, \*Public Schools, Rural Schools, School Administration, \*School Districts, School District Spending, School Statistics, State Surveys, Tables (Data), Urban Schools

Identifiers—\*Texas

A general overview of information related to Texas schools is presented for the 1990-91 school year. The document begins with an examination of state level statistical data and concludes with detailed information about each school district. The state level statistical highlights section discusses administrative units, students, student performance, district staff, and finances for the current year and historical trends. The detailed statistics section provides extensive school district level information on the same areas, divided into 3 parts: (1) 91 data items summarized by groups of school districts characterized by size, rural versus urban classification, property wealth per student, tax effort, and Education Service Center region; (2) tables showing the value of each item at various percentiles of school districts; and (3) values of all data items for each school district. Twenty-five exhibits in the statistical highlights and extensive school district tables present the information and make up the bulk of the report. Appendixes list the data sources, clarify items not addressed elsewhere, and list the districts in alphabetical order. (SLD)

**ED 349 330** TM 018 960

Hearne, Jill Schuman, Steven

**Portfolio Assessment: Implementation and Use at an Elementary Level.**

Pub Date—[92]

Note—69p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, \*Educational Assessment, Elementary Education, Elementary School Students, Elementary School Teachers, Evaluation Methods, \*Portfolios (Background Materials), Questionnaires, Research Utilization, School Demography, Student Adjustment, \*Student Evaluation, \*Teacher Role

Identifiers—\*Performance Based Evaluation, \*Washington

Exploratory work in the implementation of a portfolio assessment system at an elementary school in Washington State is described. The effectiveness of the assessment strategy is examined in relation to: (1) teacher implementation levels; (2) student demographic variables; and (3) teacher ratings of students' academic and social adjustment levels plus portfolio use. Students (N=324) in grades 1 through 5 completed a year-long task of selecting writing and mathematics work samples for their portfolios. Structured and free response measures of self-reflection were gathered on the portfolios' con-

tents. The district's records provided student demographic information. Students were tested using the Iowa Tests of Basic Skills and were rated by their teachers, who also rated the portfolios. Teachers completed a questionnaire to identify their concerns about knowledge and use of portfolio information. The level of implementation by staff was higher than might have been predicted given the recent introduction of portfolios. Portfolios differentiated among demographic factors in the same ways as did other assessment measures, suggesting that they do not provide a more unfair picture than other measures. Evidence to date supports the utility of portfolios in an elementary school setting. Six tables present study data, and an appendix containing 49 tables and constituting about two-thirds of the document provides supplemental information about student performance. There is an 18-item list of references. (SLD)

ED 349 331

TM 018 972

Webb, Noreen Yasui, Esther

**The Influence of Problem Context on Mathematics Performance. Project 2: Alternative Approaches to Assessment in Mathematics and Science.**

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA. Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 92

Contract—R117G10027

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Achievement Tests, Comparative Testing, \*Context Effect, \*Grade 7, Junior High Schools, \*Junior High School Students, Mathematics Achievement, \*Mathematics Tests, Middle Schools, Pretests Posttests, \*Problem Solving, Student Experience, Urban Schools, \*Word Problems (Mathematics)

Identifiers—\*Middle School Students

Whether or not working with more realistic and lengthier problems during instruction would make students better able to solve similar problems on achievement tests was studied for 82 seventh graders (50 in the experimental condition and 32 in the control condition) in general mathematics classes at an urban middle school. The study also investigated whether different kinds of problems (short versus extended word problems) would promote different information about students' performance and problem-solving ability. Two seventh-grade classes were assigned to the experimental situation of realistic problems, and one classroom was assigned to the control condition of textbook problems. Experience with extended realistic problems did not give students an advantage on the posttest, and the lack of experience did not seem to be a disadvantage. Different kinds of word problems did reveal different information about problem-solving skills, but these differences were only found by coding specific errors. On extended word problems, some students misinterpreted the type of answers required, something that did not happen on short problems. On short problems, students sometimes omitted a type of item altogether. Further studies will be needed to measure these aspects of problem-solving ability. Three figures and 13 tables present study findings. There are 18 references, and 9 appendices, each containing a table of additional data. (SLD)

ED 349 332

TM 019 021

Orvis, Bruce R. Gahart, Martin T.

**Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.**

Rand Corp., Santa Monica, Calif.

Spons. Agency—Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.

Report No.—ISBN-0-8330-0918-4; RAND-R-3675-FMP

Pub Date—Mar 89

Contract—MDA903-85-C-0030

Note—119p.

Available from—RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

**Descriptors**—Aptitude Tests, Armed Forces, \*Estimation (Mathematics), \*Evaluation Utilization, High School Students, Mathematical Models, Maximum Likelihood Statistics, \*Military Per-

sonnel, \*National Surveys, Policy Formation, Probability, Public Policy, Quality Control, Recruitment, Scores, Test Results, \*Young Adults Identifiers—\*Armed Forces Qualification Test, \*Youth Attitude Tracking Survey

As part of the military recruiting effort, the Department of Defense sponsors surveys of the national youth population to help design recruiting and advertising strategies. This report develops and applies a method of using the information contained in national youth surveys to estimate the probability that respondents taking the Armed Forces Qualification Test (AFQT) would score above the 50th percentile. The method described can be applied for a variety of purposes and provides a means of estimating the proportion of high aptitude youth in the surveyed population. The developed method is applied to selected results from the Youth Attitude Tracking Survey for 1985, the primary survey sponsored on an ongoing basis by the Department of Defense, but it can also be applied to other similar surveys. The method is a two-equation maximum likelihood estimation procedure that accounts for an individual's probability of taking the AFQT and the correlation between error terms in the testing and AFQT equations. Analyses indicate that the AFQT estimation method produces accurate results. Respondents' probabilities of scoring in the desired range are in close agreement with actual test results for the high school and non-high school student models. Thirty-one tables and 4 figures present study data, and there is a 16-item list of references. (SLD)

ED 349 333

TM 019 026

1991 at a Glance. Executive Summaries of Reports

from the Office of Research and Evaluation. Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-90.28

Pub Date—Mar 92

Note—50p.

Available from—Austin Independent School District, Office of Research and Evaluation, 1111 West 6th Street, Austin, TX 78703.

**Pub Ty**—Information Analyses (070) — Reference Materials - Bibliographies (131) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Academic Achievement, Cost Effectiveness, Educational Objectives, Educational Planning, Elementary Secondary Education, \*Evaluation Methods, \*Instructional Effectiveness, Pilot Projects, \*Program Descriptions, Program Effectiveness, Program Evaluation, \*Research Projects, \*School Districts

Identifiers—\*Austin Independent School District TX. Synopses

This document presents effectiveness charts that demonstrate the impact of various programs of the Austin (Texas) Independent School District (AISD) on strategic objectives of the district and executive summaries of all reports produced by the AISD's Office of Research and Evaluation in 1990-91. The programs described in the effectiveness charts are complex efforts to provide services to students within the context of other school-based interventions. The charts summarize the relationships between cost per student and effectiveness, defined in terms of the following recently adopted strategic objectives for 1992-97: (1) every student will function at his or her optimal level of achievement and will progress through the system successfully; (2) all students will function successfully at or above international standards; (3) 100 percent of students will graduate; (4) after graduating, all students will be able to perform successfully at their next endeavors; and (5) the AISD will upgrade the quality of course content and instructional effectiveness. In addition to these charts, the executive summaries of 24 evaluation reports are included. Six tables in the report and two graphs and four tables in the executive summaries present details of AISD programs. Ninety-four references are grouped by topic. (SLD)

ED 349 334

TM 019 031

Wilkinson, David. Ed. Ligon, Glynn, Ed.

**IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-91.20

Pub Date—Mar 92

Note—29p.

**Pub Type**—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Academic Achievement, \*Agency Role, Classroom Research, Compensatory Education, Decision Making, Dropout Research, Elementary Secondary Education, \*Evaluation Utilization, Grade Repetition, Information Systems, Program Evaluation, \*Research Utilization, \*School Districts, \*Time Factors (Learning) Identifiers—\*Austin Independent School District TX, Hawkins Stafford Act 1988

Over the years, findings of the Office of Research and Evaluation (ORE) of the Austin (Texas) Independent School District (AISD) have had a significant impact on decisions made in the district and sometimes beyond it. The ORE's impact in the AISD is reviewed in 16 areas. Some of the major findings are summarized: (1) ORE studies of retention in grade have found that low achievers who were promoted made greater gains in the long run than did low achievers who were retained; (2) classroom observation studies established links between on-task time, total instructional time, and student learning; (3) evaluation of the impact of classroom aides found that undertrained aides actually interfered with the process of learning to read; (4) the ORE defined and developed the district's vanguard dropout tracking system, which became a national model; (5) Chapter 1 evaluation findings have had an important impact on the delivery of compensatory education services; and (6) the ORE has brought about significant changes in the district's information systems and has reduced paperwork. The ORE has made ongoing contributions to improving the management efficiency of research, evaluation, and testing in the AISD. Ninety-four references are grouped by topic. (SLD)

ED 349 335

TM 019 035

Ligon, Glynn Paredes, Vicente

**Student Mobility Rate: A Moving Target.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons. Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—AISD-Pub-91.33

Pub Date—Apr 92

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

**Pub Type**—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—\*Administrators, Data Analysis, Definitions, Elementary Secondary Education, Mathematical Formulas, National Surveys, \*Research Problems, School Districts, \*School Statistics, School Surveys, \*Student Mobility, \*Transfer Students, Transient Children, \*Withdrawal (Education)

Identifiers—Austin Independent School District TX, Educational Indicators

One of the most elusive statistics in education today is student mobility. Current mobility statistics are based on available rather than appropriate data, resulting in the best available mobility index, rather than one that would serve real information needs. This study documents methods currently being used by school districts and other entities studying the above problem and illustrates the wide disparity among statistics produced by these varying methods. A recommendation for the best options concludes the report, which also reviews student mobility in the Austin (Texas) Independent School District. A letter requesting methods of calculating student mobility was sent to 155 directors of research and evaluation and heads of state departments of education in all 50 states and some other jurisdictions. Responses from 93 organizations concerning 62 formulas and definitions demonstrate the variety of approaches. Emerging from these are five important dimensions of mobility to consider in selecting an index: (1) level of analysis; (2) term of analysis; (3) frequency of moves; (4) nature of moves made; and (5) cause of changes. The analysis of student mobility in Austin highlights withdrawals and transfers. Five figures illustrate the discussion, and 10 references are included. Attachment A gives mobility, turbulence, and stability formulas. Attachment B lists and maps organizations sending formulas and those asking for study results. (SLD)

ED 349 336

TM 019 037

Pomplun, Mark And Others

**An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.**

College Entrance Examination Board, New York,

RIE JAN 1993



N.Y.

Spans Agency—Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-92-34

Pub Date—92

Note—51p.

Available from—College Board Publications, Box 886, New York, NY 10101-0886 (\$12).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Entrance Examinations, Comparative Testing, \*Cues, \*Difficulty Level, English (Second Language), \*Essay Tests, High Schools, \*High School Students, \*Item Bias, Longitudinal Studies, Minority Groups, National Programs, Racial Differences, Reference Groups, Regression (Statistics), Sex Differences

Identifiers—\*English Composition Test, Essay Topics, Focus Group Assessment

A detailed analysis was conducted of the difficulty over time of the essay prompts for the English Composition Achievement Test (ECT) with Essay of the College Board. Differential difficulty was explored by considering whether the relationship between the reference groups of male and white students and the focal groups (female, American Indian, Asian American, Asian American with English-as-a-Second-Language, Black Hispanic American, and Hispanic American with English-as-a-Second-Language students) had remained constant over the 7 years studied (1983, and 1985 through 1990). To study the relationships between the ECT objective and the ECT with essay, linear regressions and conditional means of essay scores on objective scores were computed. For each comparison, difference lines for regressions and conditional means were plotted to identify years with aberrant differences. Differences were very consistent across the years, indicating that essay prompts did not generally cause groups to perform differentially. However, two essay prompts that may have caused differential performance were identified. Five tables and 17 graphs present analysis data. There is a 12-item list of references. Appendix A contains an additional 27 tables and 18 graphs. Appendices B and C contain sample prompts. (Author/SLD)

ED 349 337 TM 019 038

Ragosta, Marjorie Wendler, Cathy

Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5.

College Entrance Examination Board, New York, N.Y.

Report No.—ETS-RR-92-35

Pub Date—92

Note—41p.

Available from—College Board Publications, Box 886, New York, NY 10101-0886 (\$12).

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affirmative Action, \*College Entrance Examinations, \*Disabilities, \*Eligibility, High Schools, \*High School Students, Individual Needs, Special Education, \*Special Needs Students, Test Bias, Test Format, Testing Problems, \*Time Factors (Learning)

Identifiers—\*Scholastic Aptitude Test, Special Test Administration

Data from test administration timing records, the Scholastic Aptitude Test (SAT) history file, and a survey questionnaire were used to investigate the issues of comparable testing time and eligibility for special test accommodations for SAT examinees with disabilities. In 1986-87 and 1987-88, 17,632 special test administrations were given. Comparable testing time for disabled examinees was found to be between 1.5 and 2 times that of non-disabled examinees. Time limits in that range would assure that approximately equal percentages of disabled and non-disabled examinees would complete each SAT section. Additional time was found necessary for blind students using Braille or cassette versions of the test. Eligibility for special test administration is tied to the severity of disability and documentation of disability. Some levels of disability could be distinguished for those with sensory disabilities, but the severity of disability could not be defined for physically disabled or learning-disabled examinees. It was difficult to isolate the need for test accommodations based on school practices. Alternatives to the current eligibility policy are discussed, including

a change to school-based criteria and the use of individualized testing programs, or a change to empirically derived testing times. Five graphs and 40 tables present study data. Thirteen references are included. Appendix A presents the student disability questionnaire, and Appendix B presents the draft application form for special test administration. (Author/SLD)

ED 349 338 TM 019 049

Spano, Sedra G.

FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-Pub-91.08

Pub Date—Dec 91

Note—3p.; For a 1990 study, see ED 325 517.

Journal Cit—Feedback; p1-2 Dec 1991

Pub Type—Journal Articles (080) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, \*Bilingual Education Programs, Elementary Secondary Education, \*English (Second Language), Enrollment, Hispanic Americans, \*Limited English Speaking, Low Income Groups, Preschool Education, Program Evaluation, \*School Districts, School Statistics, \*Spanish Speaking, \*Transfer Students, Vietnamese People

Identifiers—\*Austin Independent School District TX, Language Minorities

Information about limited-English-proficient (LEP) students in the Austin (Texas) Independent School District (AISD) is summarized. In the 1990-91 school year, 5,047 students in the AISD were served in LEP programs at elementary schools (3,933 students), middle schools (555 students), and secondary schools (559 students). Most were Spanish speakers (90 percent), with speakers of Vietnamese (3 percent) the next largest group. Overall, students in LEP programs represent 65 languages. Most (92 percent) of the AISD's LEP students were from low-income families. Programs offered include: (1) bilingual education; (2) English as a Second Language; (3) the Language Arts Mastery Program (an oral language arts program); and (4) modified instruction. In some cases, students needing a particular type of instruction had to transfer to other school campuses. In 1990-91, there were 282 transfers for such reasons. A total of 393 students exited from LEP programs in the school year. Of the 2,974 graduates in 1990-91, 27 percent were LEP or formerly LEP. Six figures illustrate the summary, and there is a six-item list of references. (SLD)

ED 349 339 TM 019 050

The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-Pub-91.07

Pub Date—91

Note—158p.; For the 1990-91 report, see ED 329 567.

Pub Type—Reference Materials - Bibliographies (131) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, \*Agenda Setting, Budgeting, Compensatory Education, Databases, Educational Assessment, Educational Objectives, \*Educational Planning, Educational Research, Elementary Secondary Education, Federal Aid, Program Descriptions, \*Program Evaluation, \*Research Projects, Retrenchment, \*School Districts, Scoring, State Aid, Teacher Education

Identifiers—\*Austin Independent School District TX, Synopses

Evaluations and other major projects of the Austin (Texas) Independent School District (AISD) Office of Research and Evaluation for 1991-92 will focus on: (1) externally funded programs; (2) system-wide achievement testing; and (3) system-wide evaluation. Eight evaluations will assess the impact of programs and grants funded by federal or state resources beyond the local district budget, largely in the areas of compensatory education (Chapter 1) and teacher education. Testing programs mandated by the state will be coordinated and administered, and the system-wide testing staff will provide a scoring and reporting service for some of the tests. Databases concerning student, employee, and other district information will be maintained and used to monitor local policies and mandates. Budget constraints have resulted in reduced staff, but outcome

evaluation will remain strong. This document presents all 22 programs and requests for 1991-92. Many other research and evaluation activities not addressed by plans at this time will be conducted, as evaluation in the AISD responds to budget implications, identification of exemplary school practices, and indicators of success. An attached table displays the agenda-setting process. (SLD)

ED 349 340 TM 019 059

Ingels, Steven J. And Others

National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.

National Opinion Research Center, Chicago, Ill. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-92-084

Pub Date—May 92

Note—296p.; Appendix G, the Codebook (124 pages), contains small type.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Administrators, Cohort Analysis, Data Analysis, Databases, \*Data Collection, \*Documentation, \*Educational Assessment, \*Followup Studies, \*National Surveys, Questionnaires, Research Design, Sampling, School Surveys, Secondary Education

Identifiers—\*Data Files, \*National Education Longitudinal Study 1988, User Guides, Weighting (Statistical)

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file. Use of the data set does not require the analyst to be a statistician or a sophisticated computer programmer. Chapter 6 and Appendix C, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the NELS:88. Chapter 1 contains an overview of the study, while Chapter 2 contains a general description of data collection instruments. The sample design and weighting procedures are discussed in Chapter 3 and data collection procedures, schedules, and results are described in Chapter 4. Chapter 5 describes data preparation and processing. Chapter 6 is a guide to the data files and the codebook. The appendices contain: (1) a list of other NCES publications; (2) guidelines for Statistical Analysis System (SAS) users; (3) the school administrator questionnaire; (4) the record layout for the school questionnaire; (5) specifications for the composite variables; and (6) a codebook. (SLD)

ED 349 341 TM 019 060

Adelman, Clifford

NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum.

Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

Report No.—OR-92-3534

Pub Date—Jun 92

Note—31p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Cohort Analysis, Data Analysis, \*Databases, Definitions, Graduate Surveys, Higher Education, \*High School Graduates, Longitudinal Studies, \*National Surveys, Statistical Surveys, \*Student Characteristics

Identifiers—\*National Longitudinal Study High School Class 1972, \*Postsecondary Education Transcript Study, Revision Processes, User Guides

This addendum describes the nature, rationale, and results of the second cleaning and revision of the National Longitudinal Study of 1972 (NLS-72) Postsecondary Education Transcript Files (PETS). This project, conducted for nearly 3 years, followed an initial cleaning and reduction in 1987, which came about as a reaction to the idiosyncratic records originally submitted by institutions. In this revision, the STUDENT file was left as revised in 1987, but the other files underwent considerable alteration. Four data sets with Statistical Analysis System extensions have resulted: (1) STUDENT3; (2) TRANS4; (3) TERM4; and (4) COURSE4. These

include the work of the 1987 revisor P. Knepper. The revised definitions, new terminology, and renamed and altered files are described. Directions for using the modified NLS PETS files are included. (SLD)

ED 349 342

TM 019 067

Herman, Joan

**What's Happening with Educational Assessment?**

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA; Southeastern Regional Vision for Education (SERVE), Tallahassee, FL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 92

Contract—RP91002010

Note—15p.; Synopsis of two presentations delivered at the Annual Meeting of the South Eastern Regional Vision for Education (Tampa, FL, February 1992).

Pub Type—Information Analyses (070)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Achievement Tests, \*Educational Assessment, Educational Change, Educational Improvement, Educational Policy, Elementary Secondary Education, Multiple Choice Tests, Psychometrics, Research and Development, Standardized Tests, \*Student Evaluation, Test Results, \*Test Use, \*Thinking Skills

Identifiers—\*Alternatives to Standardized Testing, \*Reform Efforts

Using tests to reform education is not a new concept. National and state education policies reflect confidence in the power of assessment to encourage school improvement. New understandings of the nature and context of student learning are shifting the movement away from traditional multiple-choice tests to alternative assessments. The emphasis is now on assessing higher-level thinking skills rather than lower-level skills and rote memory. Assessment research indicates that educational processes can be distorted when there is a lot of pressure on test results and high-stakes consequences follow the results. Narrowing of the curriculum and adjustment of the system to protect children are two undesirable consequences. Reviewing what is happening in assessment nationally reveals the following as key players: (1) America 2000; (2) the National Education Goals Panel; (3) the National Council on Evaluation, Standards, and Student Testing; (4) the Secretary's Commission on Achieving Necessary Skills; (5) the National Standards Project; (6) the National Assessment of Educational Progress; (7) the National Assessment Governing Board; (8) the National Council of Chief State School Officers; (9) the Student Assessment Consortium; and (10) test publishers. Research and development challenges in rethinking assessment include a lack of empirical research, psychometric issues, and issues of generalizability and validity. The real consequences of reform must be examined, with regard to equity issues and the problems of calibrating a national system of tests. (SLD)

ED 349 343

TM 019 068

Fleming, Emmett Jr.

**NCES Statistical Standards.**

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-92-021

Pub Date—Jun 92

Note—99p.

Pub Type—Guides - Non-Classroom (055)—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Agency Role, Data Analysis, \*Data Collection, Documentation, \*Educational Assessment, Educational Planning, Elementary Secondary Education, Federal Legislation, Guidelines, Information Dissemination, Sampling, \*Standards, Statistical Data, \*Statistical Surveys

Identifiers—\*Evaluation Standards, \*National Center for Education Statistics, Standard Setting

This notebook contains the revised standards and guidelines for the National Center for Education Statistics (NCES), as well as an updated and consolidated version of NCES legislation. It is intended for NCES staff and contractors as a guide in their data collection, analysis, and dissemination. These standards and guidelines define the limits of acceptable applications and use, to ensure that NCES surveys, products, and procedures become more uniform and have higher quality. Twenty standards

and two guidances were adopted in January 1992 in the following areas: (1) planning and testing; (2) contract management and operations; (3) statistical processing procedures; (4) data provisions and analysis; and (5) evaluation and documentation. The NCES legislation is provided. (SLD)

## UD

ED 349 344

UD 028 617

Perry, Carol Y. Evans, William J.

**Implementing School-Based Management in Urban Settings.**

Pub Date—Feb 91

Note—21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (14th, Boston, MA, February 13-16, 1991).

Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Board of Education Role, Boards of Education, Elementary Secondary Education, \*Inservice Education, Ownership, Parent Participation, \*Participative Decision Making, Program Evaluation, \*Program Implementation, \*School Based Management, School Districts, Staff Role, \*Urban Schools

Identifiers—\*Chicago Public Schools IL, Local Control

A study was done of the degree to which a program of comprehensive training in shared decision-making was implemented in Chicago (Illinois) Public Schools. Focus was on reliably measuring the implementation of shared decision-making processes and principles and identifying factors that might promote the adoption of this model at the local level. Study data were obtained through observations of local school planning meetings and interviews with some key school personnel. Observation data were gathered by four evaluators with backgrounds in the implementation of shared decision-making who used an observational instrument relating to role adoption, collaborative planning, consensus building, broad-based ownership, and the integrity with which processes were implemented. The data cover a random sample of 10 schools from the 42 schools involved in the project. Results indicate that shared decision-making and school-based management were successfully implemented in most of the schools participating in the study. Increasing improvement in implementation was noted from Year 1 to Year 2 of the project. The data suggest that training in shared decision-making was effective, and that among the schools participating, two were "model" schools. Included are five tables and an appendix summarizing the implementation of shared decision-making by schools. (JB)

ED 349 345

UD 028 650

**The Power Hour of Homework Survey.**

Pub Date—91

Note—27p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Black Students, \*Elementary School Students, Elementary Secondary Education, Guidelines, Hispanic Americans, \*Homework, Parent Attitudes, \*Parent Participation, Parent Role, Program Implementation, \*Secondary School Students, Statistical Data, \*Student Attitudes

This booklet describes the Power Hour of Homework program for elementary school through secondary school students, including tips on implementing the program at home (i.e., checking homework, talking to the teacher, determining the correct amount of homework time for individual students) and survey responses to questions from parents and students. The Power Hour is approximately 1 hour set aside at a definite time each day during which a student is encouraged to work in a quiet place with parents motivating students but not giving too much help. The booklet offers a self-test with questions for students and parents. Large percentages of parents say they are informed about and review their children's homework regularly. Most parents set aside a specific time for homework review, think that their children's homework load is fair, and feel schools can improve. Parents usually understand their children's homework assignments. Parents have many suggestions about improving homework habits, and students have many suggestions about making homework more interesting.

Each day, most younger students spend 0-2 hours on homework, and most older students spend 1-3 hours on homework. Most students do homework at home. Most younger students get homework help from parents. Most older students get homework help from parents or friends. Most students think homework assignments are challenging and worthwhile. Teachers encourage parents and students to practice the booklet's tips for making the school experience more rewarding. (JB)

ED 349 346

UD 028 732

**The McKinney Act: A Program Guide.**

Interagency Council on the Homeless.

Pub Date—Mar 91

Note—15p.

Pub Type—Reference Materials - Directories/Catalogs (132)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, Emergency Programs, Federal Aid, Federal Legislation, \*Federal Programs, Health Programs, \*Homeless People, Housing, Mental Health Programs, Nutrition, \*Program Descriptions, Veterans, Vocational Education

Identifiers—Shelters, \*Stewart B McKinney Homeless Assistance Act 1987

This publication is a guide to programs created by the Stewart B. McKinney Homeless Assistance Act of 1987. An opening section describes the McKinney Act itself and the agency that developed the guide. The bulk of the publication lists and describes 24 McKinney Act programs grouped under the following headings: (1) education and training programs; (2) emergency services and shelter; (3) health/mental health; (4) housing assistance; (5) miscellaneous; (6) nutrition; and (7) veterans. The descriptions summarize the programs' purposes, describe eligible applicants, and list the addresses and telephone numbers of contact persons. (JB)

ED 349 347

UD 028 796

**Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services.**

Cities in Schools, New York, NY; Goldman Sachs & Co., New York, NY; Metropolitan Corporate Academy, Brooklyn, NY; New York City Board of Education, Brooklyn, NY.

Pub Date—[92]

Note—13p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basic Business Education, \*Dropout Prevention, Early Intervention, High Risk Students, \*High Schools, \*Institutional Cooperation, Minority Group Children, \*Nontraditional Education, Potential Dropouts, Private Sector, Program Descriptions, Public Schools, Public Sector, \*School Business Relationship, Urban Schools

Identifiers—Cities in Schools, \*New York City Board of Education, \*Public Services

This paper describes a proposed alternative public high school, the Metropolitan Corporate Academy, a joint project of private and public institutions including the New York City Public Schools and designed to serve at-risk students. An overview notes the high New York City dropout rate and the fragmented nature of most of the programs offered in the traditional school system. The proposed school would offer a program of early intervention, outcome-based curriculum, and assessment, designed as an environment committed to self-esteem and actualization of students and staff. Also discussed are the proposed goals of seeing that students assume roles in business, financial services, public services, and entrepreneurship with optimal experience-based education. A curriculum overview section describes the program that will include a full high school diploma sequence in the following series of learning strands: (1) experiential strand (career exploration and external learning projects); (2) in-house learning modules (designed as a result of a definition of student outcomes); and (3) resources recruited to augment the first two strands (a range of business, cultural, and health related resources and programs). Other sections describe the school's target population, the Cities-In-Schools support and enrichment model, a mission statement, and parental involvement goals. (JB)

ED 349 348

UD 028 827

Davies, Don

**The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community**

RIE JAN 1993

**Collaboration.**  
Center on Families, Communities, Schools, and  
Children's Learning; Institute for Responsive Ed-  
ucation, Boston, Mass.

Pub Date—Apr 92

Note—21p; Paper presented at the Annual Meet-  
ing of the American Educational Research Asso-  
ciation (San Francisco, CA, April 20-24, 1992).  
Pub Type—Reports - Evaluative (142) —  
Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Action Research, Change Agents,  
Disadvantaged Youth, \*Economically Disadvan-  
taged, \*Educational Cooperation, Elementary  
Secondary Education, Family Programs, \*Low  
Income Groups, \*National Programs, Outreach  
Programs, \*Research and Development, \*School  
Community Relationship, School Districts, Urban  
Schools

Identifiers—\*Partnerships in Education, Progress  
Reporting, Schools Reaching Out Project

This document describes research and develop-  
ment by the Institute for Responsive Education's  
national project (known as the League of Schools  
Reaching Out) that seeks to show how school-fam-  
ily-community partnerships (SFCPs) can contribute  
significantly to school restructuring or reform aimed  
at increasing the academic and social success of all  
children, especially those at risk. The League of  
Schools Reaching Out is a network of 70 schools in  
22 states that serve a substantial number of  
low-income children. A mail survey, telephone in-  
terviews with approximately 16 principals, and site  
visits to schools in 8 urban districts concerning the  
policies and practices in League schools were con-  
ducted. Four conclusions are highlighted: (1) many  
League schools show that family-community-school  
collaboration can be productive in schools where  
most of the families are poor, in disadvantaged and  
troubled communities, and in districts experiencing  
political instability and budget cutbacks; (2) many  
League schools are embracing old-fashioned ideas  
about schooling; (3) Chapter 1 is a good but largely  
untapped policy source of financial support for  
strengthening SFCPs; and (4) federal and state poli-  
cies make a difference. Project components, such as  
financial arrangements, action research, training  
and orientation, and multiple data sources, are dis-  
cussed. The design works, and research is difficult  
in real-world school settings. (RLC)

**ED 349 349** UD 028 839

Ramirez, J. David Douglas, Denise  
Language Minority Parents and the School: Can  
Home-School Partnerships Increase Student  
Success?

Spons Agency—California State Dept. of Educa-  
tion, Sacramento. Bilingual Education Office.

Pub Date—89

Note—51p.

Pub Type—Information Analyses (070) — Reports  
- Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Element-  
ary Secondary Education, Literature Reviews,  
\*Minority Groups, \*Parent Participation, Parent  
Role, Parent School Relationship, Parent Teacher  
Cooperation, \*Program Design, Program Develop-  
ment, Program Effectiveness

Identifiers—\*Language Minorities, \*Parental In-  
volvement Program, Partnerships in Education

This paper identifies and reviews successful par-  
ent involvement programs for language minority  
parents of elementary school through secondary  
school children that could serve as a basis for the  
development of a home-school partnership model.  
Following an introduction, chapter 1, "Setting the  
Stage," provides a rationale for involving lan-  
guage-minority parents in their children's schooling  
and discusses obstacles to language minority parent  
involvement. Chapter 2, "What Are Possible Roles  
for Parents?", provides an overview of the different  
ways in which parents can be involved, covering  
audience, unseen partner, parent education, parents  
as teachers, parents as support resources, parents in  
governance and policy making, the focus of parent  
involvement, the structure of parent involvement,  
educational level of parents as a factor, and chang-  
ing involvement at different grade levels. Chapter 3,  
"Effectiveness of Parent Involvement Programs,"  
addresses the issue of why language-minority par-  
ents should become involved with their children's  
schooling, reviewing research that documents the  
importance of parent involvement to parents, teach-  
ers, and children. Chapter 4, "Creating a Home  
School Partnership," notes that little research has

been done on some aspects of this issue and reviews  
research concerning characteristics of successful  
parent involvement programs. Included is a 98-item  
bibliography. (JB)

**ED 349 350** UD 028 840

Craig, K. M. And Others  
The Effects of Racial Composition on Evaluations  
of Work Groups: Tokenism and Stereotyping.

Pub Date—18 May 92

Note—18p; Paper presented at the Annual Meet-  
ing of the Southeastern Psychological Association  
(38th, Knoxville, TN, March 25-28, 1992).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Black Stereotypes, \*College Stu-  
dents, Group Dynamics, Higher Education, Minor-  
ity Groups, Racial Attitudes, Racial Bias,  
\*Racial Composition, Sex Differences, \*Student  
Attitudes, \*Tokenism, \*White Students, Work  
Attitudes

A study was done that investigated the effects of  
group composition on the activation of stereotypic  
evaluations. The effects of group composition on the  
subsequent activation of stereotypic processes in  
males and females was examined in a two (gender  
of subject) by three (photograph group composition:  
skewed, tilted, or balanced) design, with repeated  
measures on the latter factor. The composition of  
each of the photographs was varied to reflect a  
skewed group (token role occupants in a one-to-six  
ratio with majority group members), a tilted group  
(minority group members in a two-to-four ratio with  
majority group members), or a balanced group (mi-  
nority and majority group members in a three-to-  
three ratio). Ninety-eight male and female col-  
lege student volunteers were randomly assigned to  
view photographs of three different groups in tilted,  
balanced, or skewed arrangements. The reported  
analysis included only the 84 subjects who were  
white. Each subject saw and was asked to respond  
to three different photographic slides and asked to  
rate the attractiveness of each person included in  
each of the slides. Participants also read a brief de-  
scription of three companies that provided the  
slides. Results, discussed in terms of the impact on  
the black target person, included the following: (1)  
judgments about a token or minority group member  
in a work group may influence subsequent judg-  
ments of minority group members; (2) groups that  
contain fewer blacks are presumed to be more effi-  
cient than groups with less extreme minority to ma-  
jority group member ratios; (3) blacks in integrated  
groups were evaluated more harshly; and (4) whites  
in integrated groups were evaluated more favorably.  
Included are 14 references and an appendix contain-  
ing 1 table. (JB)

**ED 349 351** UD 028 841

Bogotch, Ira E. And Others  
Linking School Level Innovations with an Urban  
School District's Central Office.

Pub Date—Apr 92

Note—42p; Paper presented at the Annual Meet-  
ing of the American Educational Research Asso-  
ciation (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrative Organization, Ad-  
ministrator Attitudes, Administrator Responsibility,  
\*Administrator Role, \*Educational  
Cooperation, Educational Innovation, Element-  
ary Secondary Education, \*Institutional Envi-  
ronment, Institutional Role, \*Instructional  
Innovation, Principals, \*School Administration,  
School Districts, \*Urban Schools

A study was done of the relationship between  
school district central offices and school-based in-  
novations in a large urban school district. The study  
looked specifically at the work relationships among  
central office personnel and their behaviors and atti-  
tudes toward school-based innovations. Data were  
collected through a survey administered to 30 prin-  
cipals and 30 central office personnel. In addition,  
all central office personnel were interviewed about  
their roles, responsibilities, and working relation-  
ships. Analysis of the data found little evidence ei-  
ther structurally or behaviorally, that the school  
system had a clear understanding of what innova-  
tion is, the complexity of implementation, or its role  
in improving the delivery of student services. Fur-  
ther, there was little commitment to innovation and  
risk-taking, to rewards, and to use of research and  
development. Central office encouragement of in-

novations was limited to informal relationships  
among individuals, and in some instances, adminis-  
trators choose which schools were to receive inno-  
vative programs funded by a grant. In other  
instances, schools developed their own responses to  
problems with or without the knowledge, support,  
or encouragement of the central office. Suggestions  
for restructuring based on five research questions  
are included. (Contains 5 tables; 40 references.)  
(JB)

**ED 349 352** UD 028 842

Palladino, John  
An Evaluation Study of Teacher and Supervisor  
Perception of Program Impact on Teacher  
Change.

Pub Date—5 Aug 92

Note—28p.

Pub Type—Reports - Evaluative (142) —  
Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Attitudes, College  
Bound Students, Curriculum Development, Fac-  
ulty Development, High Schools, \*Inservice  
Teacher Education, Program Effectiveness, Pro-  
gram Evaluation, \*Secondary School Teachers,  
\*Supervisors, \*Teacher Attitudes, Teacher Effec-  
tiveness, Teacher Improvement, Urban Schools  
Identifiers—\*Newark School System NJ, \*Project  
THISTLE

An evaluative study was done of Project THIS-  
TLE (Thinking Skills in Teaching and Learning), a  
program designed to improve the basic skills of ur-  
ban college-bound high school students by work-  
ing with their teachers in an integrated process of cur-  
riculum and staff development. In particular, the  
evaluation looked at the impact of the program on  
teachers, as perceived by the teachers themselves  
and by their supervisors. Of the several Newark  
(New Jersey) high schools participating in Project  
THISTLE, faculty members from one school, Mal-  
colm X Shabazz High School (MXSHS), were eval-  
uated. At the MXSHS, 29 faculty members were  
graduates of the program. Data were collected  
through interviews with 10 of the faculty members  
and questionnaires administered to 9 supervisors.  
The data suggest that teacher participation in  
Project THISTLE resulted in positive teaching  
changes, especially with a thinking skills focus, and  
in greater involvement in curriculum development.  
Teachers shared their significant satisfaction in hav-  
ing the opportunity to participate in the Project.  
Teachers also spoke about the excitement in col-  
legial participation in the Project and how this feeling  
was subsequently diminished. Included are copies of  
correspondence, forms, and instruments used in the  
study in three appendices. (JB)

**ED 349 353** UD 028 843

Perez, Sonia M. Duany, Luis A.  
Reducing Hispanic Teenage Pregnancy and Family  
Poverty: A Replication Guide. Final Version.

Children's Defense Fund, Washington, D.C.; Na-  
tional Council of La Raza, Washington, DC. Of-  
fice of Research Advocacy and Legislation.

Spons Agency—Rockefeller Foundation, New  
York, N.Y.

Pub Date—Jul 92

Note—129p.

Available from—National Council of La Raza, Pu-  
blications Department, 810 First Street, N.E., Suite  
300, Washington, DC 20002 (\$15).

Pub Type—Guides - Non-Classroom (055) —  
Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Adolescents, At Risk Persons,  
\*Community Programs, Disadvantaged Youth,  
\*Early Parenthood, \*Economically Disadvan-  
taged, Guidelines, \*Hispanic Americans, Paren-  
thood Education, Poverty, \*Pregnancy,  
Prevention, Program Development, Urban  
Youth, Youth Problems, Youth Programs  
Identifiers—Community Based Organizations,  
\*Latinos

This guide was designed to help Hispanic Ameri-  
can community-based organizations develop and  
establish a teenage pregnancy prevention or teenage  
parenting program for Hispanic American adoles-  
cents. The guide does not assume prior knowledge  
of the scope of the teenage pregnancy problem in  
the United States, but it does underscore the critical  
role that Latino community-based organizations  
can play. The guide is designed to assist organiza-  
tions that have little or no experience with preg-  
nancy programs and offers step-by-step guidance in  
developing and implementing programs. The guide



is divided into four chapters and one appendix as follows: (1) "Chapter 1: Introduction" provides an overview of the topic of adolescent pregnancy with an emphasis on the impact in the Latino community; (2) "Chapter 2: Three Latino Community-Based Model Programs for Adolescent Pregnancy Prevention and Parenting" provides thorough description and details about the programs on which this guide is based; (3) "Chapter 3: Developing an Adolescent Pregnancy Prevention or Parenting Program for Latino Youth" offers suggestions about what organizations should consider as they decide among types of programs; (4) "Chapter 4: Organizational and Printed Resources" provides a comprehensive list of resources available for organizations to understand and address the issue; and (5) "Appendix: NCLR (National Council of La Raza) Worksheets" provides eight worksheets designed to help organizations gather information and assess the needs of Latino youth. (JB)

**ED 349 354** UD 028 844

**School Desegregation—The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991).**

National Association for the Advancement of Colored People, New York, N.Y.

Spons. Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—92

Note—35p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, \*Affirmative Action, Black Community, \*Black Education, Black History, Black Leadership, Black Youth, \*Civil Rights, Civil Rights Legislation, \*Conferences, Elementary Secondary Education, Higher Education, Racial Relations, \*School Desegregation

Identifiers—\*African Americans, \*National Association for the Advancement of Colored People

This publication presents the proceedings of an educational summit held in May 1991 to honor D. Bates and to examine the unfinished agenda of the desegregation movement. Bates was President of the Arkansas State Conference of the National Association for the Advancement of Colored People (NAACP) when the Little Rock (Arkansas) School Board voted to desegregate Central High School in 1957. At the summit in 1991, 21 education scholars, NAACP staff and national board members, state and local NAACP presidents, and selected education and legal redress chairpersons gathered to discuss the current status and future prospects for school desegregation. The proceedings are presented in a narrative form concerning the following topics or sections: (1) introduction; (2) conference overview; (3) whether school desegregation is still feasible; (4) desegregation successes and failures; (5) second and third generation desegregation (within school segregation and unequal educational outcomes); (6) school choice (controlled choice, magnet schools, voucher plans, and black male schools); (7) higher education; (8) "Thirty-Seven Years after Brown" (Judge R. L. Carter); and (9) policies and strategies (offers three policy guidelines, six recommended strategies, and extensive recommendations and goals). An epilogue summarizes the conference. Included are highlights of the school desegregation experiences of the summit experts and a bibliography of 27 items. (JB)

**ED 349 355** UD 028 845

**Ethnographic Case Study of a Hispanic ESL Student.**

Pub Date—[92]

Note—49p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Case Studies, Classroom Environment, \*Cubans, Cultural Background, \*Cultural Context, Cultural Isolation, Disadvantaged Youth, English (Second Language), Ethnography, Grade 10, High Schools, \*High School Students, \*Hispanic Americans, Immigrants, \*Student Adjustment

Identifiers—\*Language Minorities

An ethnographic case study was done of a Hispanic American male high school student of limited English proficiency in order to present a description of the experience of a minority student adapting to and coping with U.S. school culture. The student was a 15-year old male who recently arrived in the

United States from Cuba and attended the 10th grade in a central Virginia high school. Data were collected through observations in the classroom and ethnographic interviews to discover the cultural and linguistic factors affecting the student's progress in school. Results of data analysis and interpretation include the following: (1) although the student exhibited some at-risk characteristics and encountered many cultural discontinuities, he was succeeding in school; (2) the student's American peer group and some of his teachers exhibited a lack of cultural sensitivity; (3) the student's personal initiative, cognitive strengths, and playful interactive style enabled him to succeed in the classroom; (4) due to a desire to achieve in school, the student appeared able to overcome discontinuities between host and heritage cultures and struggles with his identity; and (5) the teacher in the English-as-a-Second-Language (ESL) class used cooperative learning and other group techniques to compensate for the lack of community. Included are 1 appendix on ethnography and 15 references. (JB)

**ED 349 356** UD 028 846

**Wichita High School West: Multicultural Education Plan 1991-92.**

Wichita Public Schools, Kans.

Pub Date—91

Note—22p.

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cultural Activities, Cultural Awareness, Cultural Pluralism, \*Curriculum Development, \*Educational Planning, Extracurricular Activities, High Schools, Inservice Teacher Education, \*Master Plans, \*Multicultural Education, School Administration, School Counseling, \*School Districts, Teacher Improvement, \*Urban Schools

Identifiers—\*Wichita Public Schools KS

This document is the Wichita (Kansas) High School West multicultural education plan for 1991-92. Wichita High School West is part of the Wichita Public School system. The plan was developed by a committee of 1 administrator and 12 teachers. The plan opens with definitions of the mission of the plan and the meaning of multicultural education for the purposes of the plan. Five areas of emphasis are offered: (1) administrative and counseling efforts; (2) teaching faculty and curriculum efforts; (3) clubs and extracurricular activity efforts; (4) schoolwide efforts; and (5) inservice efforts. The bulk of the document presents descriptions of activities planned for each of the above areas. The teaching and curriculum section offers plans for each academic area. The schoolwide efforts area sets out a year long "Culture of the Month" program beginning with a September emphasis on human relations and interactions and followed each month by programs highlighting particular cultures. Attached is the agenda for an inservice workshop. Also appended is a selection of ideas for celebrating German culture and heritage planned for October in the first year of implementing the plan. Included are 14 resources, with addresses and telephone numbers provided. (JB)

**ED 349 357** UD 028 848

**Levine, Richard**

**Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.**

Pub Date—[92]

Note—19p.; Document contains light type.

Pub Type—Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—African History, Assembly Programs, Black Culture, \*Black History, \*Curriculum Development, Interdisciplinary Approach, Junior High Schools, Language Arts, \*Middle Schools, Oral History, Parent Participation, \*Secondary School Teachers, \*Teacher Developed Materials, Teacher Role, \*Urban Schools

Identifiers—New York City Board of Education

This guide describes how to implement an interdisciplinary black history project designed to explore black experiences through a combination of personal anecdotes and text research. The program was designed by a teacher at Satellite East Junior High School in Brooklyn (New York). An introduction gives an overview of the structure and aims of the program, which begins with research at the library on black history and interviews of three generations in the students family about their opinions

and their experiences as Black persons and culminates in an assembly during which students and their relatives, teachers, and other staff gather to share personal experiences and to hold a mock-civil rights march. An overview further describes the goals and incentives to students. Another section describes activities, assignments, evaluations, and projects for the first 5 days of the project. A conclusion describes the personal experiences and enthusiasm for the project of the teacher who developed it. Attached are a letter sent to parents announcing the program, sample lesson plans for three classes, and a copy of the program and script from the assembly held at Satellite East Junior High School. (JB)

**ED 349 358** UD 028 849

**Stafford, Walter And Others**

**Cause for Alarm: The Condition of Black and Latino Males in New York City.**

Federation of Protestant Welfare Agencies, New York, N.Y.

Spons. Agency—New York Community Trust, N.Y.; Rockefeller Foundation, New York, N.Y.; United Way of Tri-State, New York, N.Y.

Pub Date—Sep 91

Note—66p.

Pub Type—Information Analyses (070) - Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Access to Education, \*Blacks, Correctional Rehabilitation, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Equal Education, Equal Opportunities (Jobs), Family Life, \*Hispanic Americans, \*Males, Racial Discrimination, Urban Problems, \*Urban Youth, Welfare Services, Well Being

Identifiers—\*Latinos, New York (New York)

This report documents the problems of Black and Latino males in New York City by assembling a broad range of data regarding the connections between the City's Black and Latino men and its social and economic institutions. The report draws primarily on data from federal surveys and administrative data from New York City and New York State agencies. Data were also collected from 5 focus groups convened of 8 to 12 young males between the ages of 12 and 19 years from various backgrounds. The report is divided into the following five sections: (1) employment; (2) education; (3) health/social welfare; (4) criminal justice; and (5) family. Each section provides a brief historical overview of how policymakers have dealt with Black and Latino males in order to help clarify the context and evolution of the current problem. Following the historical review, current data are presented and interpreted. Also included are highlights of the focus groups. Findings concern the following topics: (1) most problems are directly attributable to historical and current underrepresentation in good jobs; (2) lack of equal education; (3) health and welfare problems as a result of high rates of unemployment; (4) high rates of arrest and incarceration; and (5) lack of current research on Black and Latino families or men. Contains 14 figures, 1 table, 1 appendix with 9 tables, and 32 references. (JB)

**ED 349 359** UD 028 850

**Fairfax, Jean**

**A Perspective on the Continuing Struggle for Equity.**

Southern Education Foundation, Atlanta, Ga.

Pub Date—5 Nov 91

Note—13p.; Speech presented to the Annual Continuing Conference of the Southern Education Foundation (9th, Atlanta, Ga, November 5, 1991). Gray background may affect reproduction.

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Affirmative Action, Black Colleges, Black Community, \*Black Education, \*Civil Rights, Court Litigation, \*Educational Discrimination, Elementary Secondary Education, \*Equal Education, Higher Education, \*Racial Discrimination, School Desegregation, Speeches

Identifiers—Adams v Richardson, \*African Americans, Southern Education Foundation

This publication contains a speech on the continuing struggle for equity in education for African Americans presented to the Southern Education Foundation (SEF) by Jean Fairfax when she received the John A. Griffin Award for Advancing Equity in Education. In the speech, Fairfax addressed disagreements within the black community over educational issues that have accelerated in scope, intensity, and anger since the 1960s. Covered

are disagreements over integration implementation methods, the Atlanta (Georgia) school court case, the "Adams v. Richardson" suit of 1970; and the impact of the suit on traditionally black public colleges. In particular, the Adams experience is described as a possible model for confronting issues in the future as it was a conflict around which pragmatic, workable consensus developed. The future demographic diversity of the United States is described, and consequent educational issues are predicted, including multiculturalism, conflict among minority groups, and other issues. Jean Fairfax calls for agreement on strategies for developing a shared vision of the future in the United States and a continued commitment to the ideals of the SEF. (JB)

ED 349 360 UD 028 851

**A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991).**

Southern Education Foundation, Atlanta, Ga. Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Nov 91

Note—38p; Photographs will copy poorly.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Affirmative Action, \*Black Education, \*Civil Rights, Community Role, Educational Discrimination, Educational Finance, Elementary Secondary Education, \*Equal Education, Higher Education, Legal Problems, Parent Participation, \*Racial Discrimination, School Choice, School Desegregation, School Restructuring, Test Bias

Identifiers—\*African Americans, Comprehensive Services Program, \*United States (South)

This publication presents the proceedings of a conference on African Americans and educational equity in the southern United States. A brief overview opens the publication followed by information on Jean Fairfax, recipient at the conference of the John A. Griffin Award for Advancing Equity in Education. Other presentations are included as follows: (1) "A Perspective on the Continuing Struggle for Equity" (J. Fairfax); (2) "Evolving Legal Approaches to Equity" (J. L. Chambers); (3) "Some Thoughts on Rights and Remedies" (D. Bell); (4) "Financing Education in Troubled Times" (K. McGuire and B. Canada); (5) "Schools and Communities: Citizen Involvement in Quality Education" (S. Priggo and A. Blackwell); (6) "Achieving Educational Equity: A Comprehensive Urban Approach" (W. W. Herenton); (7) "Adams Revisited: Equity in Higher Education" (W. R. Cleere and H. Wilson); (8) "Comprehensive Services: Their Role in Educational Equity" (A. Rowe and O. Johnson); (9) "Fairness in Testing" (B. Cole and C. Banks); (10) "Equity: A Generational Perspective" (S. L. Carter); (11) "Meeting the Challenge of Diversity" (S. Denslow, O. Shirley, and B. Gomez); (12) "School Choice" (D. Doyle and B. Rosenberg); and (13) "The Continuing Challenge of Educational Reform" (D. Hornbeck). Also included are numerous photographs and a list of conference participants with addresses. (JB)

ED 349 361 UD 028 852

**Multicultural Education. A Policy for the 1990s - L'education multiculturelle. Une politique pour les années 1990.**

Manitoba Dept. of Education and Training, Winnipeg.

Report No.—ISBN-0-7711-1019-7

Pub Date—92

Note—25p.

Language—English; French

Pub Type—Legal/Legislative/Regulatory Materials (090) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, Educational Change, Educational Objectives, \*Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, \*Multicultural Education, Policy Formation, Position Papers, Program Implementation

Identifiers—\*Manitoba, Reform Efforts

This publication presents the official multicultural education policy statement for Manitoba (Canada) institutions of education and training. The policy is guided by the following three principles: (1) education for full participation in society; (2) education for cultural and linguistic development; and (3) education for intercultural understanding. An introduc-

tion describes the adoption of the policy for a multicultural society by the Government of Manitoba in 1990 and the implications for all branches of government and education. A section on the policy statement describes the three main thrusts of the policy. Another section outlines objectives that will transmit the general policy statement for implementation. A section on multicultural education lists initiatives of Manitoba Education and Training that assist the implementation of the policy. Also listed are tasks for school division, initiatives for post-secondary institutions, and initiatives for ethnocultural communities. A conclusion lists four companion documents to support implementation of the policy. (JB)

ED 349 362 UD 028 853

**Peace Corps: Urban Development Programming Guidelines.**

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Report No.—PC-T0066

Pub Date—91

Note—129p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrative Policy, \*Agency Role, Developing Nations, Foreign Workers, Guidelines, \*Human Services, \*Program Development, Urban Areas, Urban Demography, Urban Improvement, Urban Planning, Urban Problems, \*Urban Programs, Volunteers

Identifiers—\*Peace Corps, \*Urban Development

This guide, for Peace Corps workers and administrators, is designed to assist those in the field to identify urban development project opportunities and to suggest ways to develop urban development project plans. Following a brief statement by Jorge Hardoy and an illustration of the expected growing urban population, section I, a summary, describes the background for a new Peace Corps focus on urban areas in response to the increased urbanization of the world's population, particularly in China, India, and other parts of Asia. Section II, an introduction, identifies problems of urban growth; describes the donor view and response to the situation in employment, shelter, community services, city management, youth, and environment; details the Peace Corps urban development initiative; and identifies support for the urban initiative. Section III on urban programming describes country assessments, project development, urban project issues, volunteer assignment descriptions, training for volunteers, and volunteer service. Section IV, conclusions, lists themes that have guided the urban initiative and emphasizes the importance of the program. Extensive appendices provide information on guidance to the field, project summaries, project plans, Peace Corps assignment descriptions, training, description of volunteer service, an urban programming bibliography, data charts by region, and a list of urban development contacts. (JB)

ED 349 363 UD 028 854

**Kramer, Diane**

**Risk and Protective Factors and Achievement of Children At Risk.**

Pub Date—[92]

Note—103p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Academic Achievement, Black Students, Comparative Testing, \*Disadvantaged Youth, Educational Environment, \*Grade 8, High Achievement, \*High Risk Students, Hispanic Americans, Junior High Schools, \*Junior High School Students, Longitudinal Studies, Low Achievement, Low Income Groups, Risk, \*Socioeconomic Influences, White Students

Identifiers—National Education Longitudinal Study 1988

A study was done to identify social, economic, and childhood characteristics of high and low achieving children living in adverse environmental conditions, and to test the association between achievement and specific risk and protective factors. In addition, the study identified the most powerful model for predicting achievement by comparing models. Using the National Educational Longitudinal Study of 1988, a baseline of data on school experiences was collected on a stratified sample of approximately 25,000 eighth grade children in 1,052 schools across the United States. The final sample consisted of 900 students, of whom approximately 500 were Black, 200 were Hispanic

American, and 200 were White. In addition, four components constituted the base year study design: a student questionnaire and cognitive test, parent questionnaires, teacher questionnaires, and a school administrator questionnaire. Analysis of the data and comparison of five models found the following: (1) differences among all ethnic groups in reading and mathematics achievement; (2) more risk and protective factors for White students than other groups and more risk factors for Black and Hispanic Americans; and (3) differences across ethnic groups between high and low achieving students. Included are 16 tables, a 48-item bibliography, and an appendix containing 8 tables of data. (JB)

ED 349 364 UD 028 856

**Goodenow, Carol**

**School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students.**

Spons Agency—Society for the Psychological Study of Social Issues, Ann Arbor, Mich.

Pub Date—Apr 92

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Adolescents, \*Black Students, Group Membership, \*Hispanic Americans, Junior High Schools, Junior High School Students, Peer Groups, \*Psychological Characteristics, Sex Differences, Student Attitudes, \*Student Motivation, \*Urban Youth, Values, \*White Students

Identifiers—Sense of Community, \*Student Engagement

A study was done of the association between the psychological sense of school membership (PSSM) and measures of motivation and achievement among urban adolescents. The study was conducted among 301 students in 2 multi-ethnic urban junior high schools. African American, White, and Hispanic American students each comprised roughly one-third of the study participants. Data were collected through questionnaires that measured PSSM, friends' values, motivation in an expectancy-value approach, general school motivation, and effort/persistence ratings. The section measuring PSSM was an 18-item scale developed specifically for use with early and mid-adolescent students covering perceived liking, personal acceptance, and inclusion; respect for and encouragement of participation; and the perceived responses of other students. Two significant results are highlighted. The first finding is that even when controlling for the impact of the immediate peer group's values, a student's subjective sense of belonging appears to have a significant impact on several measures of motivation and on engaged and persistent effort in difficult academic work. The second finding is that both ethnic and gender differences may exist in the effects of social context influences on motivation. Included are 3 tables and 40 references. (JB)

ED 349 365 UD 028 857

**Leonardos, Ana Cristina**

**At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.**

Pub Date—Apr 92

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Dot matrix type may photocopy marginally. Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Critical Thinking, Curriculum Evaluation, Disadvantaged Youth, Economically Disadvantaged, Educational Innovation, Ethnography, Foreign Countries, Grade 4, \*High Risk Students, Instructional Effectiveness, Intermediate Grades, \*Outcomes of Education, Public Schools, \*Skill Development, \*Thinking Skills, Urban Youth

Identifiers—\*Brazil (Rio de Janeiro), \*Empowerment

This study assessed the impact on student learning outcomes of the Integrated Center of Public Education (ICPE), an innovative program in Rio de Janeiro (Brazil) for at-risk students; and compared school educational programs of the ICPE and a regular public school serving the same low-income community and focusing on critical thinking competence through literacy skills. The curriculum and

pedagogical practices of the ICPE school were progressive; those of the regular school were traditional. ICPE subject matter areas were integrated within the curriculum and teacher-student interactions were based on dialogues, discussions, and debates concerning themes presented by teachers. Subjects included 32 ICPE students and 33 regular school students. Literacy abilities were assessed through oral discussions of ideas and interpretations of texts and argumentative compositions. The assessment of student performance was done at the end of the literacy cycle in the fourth grade. Methods used included an ethnographic evaluation in both schools combining participant observation; interviews; documentary analysis; and the administration of three sets of criteria-referenced tests to assess students' critical thinking competence through writing, reading, and oral skills. The results of the testing process, school observation notes, and data from informal interviews with teachers were presented to the classes. Students from the ICPE performed significantly better than did students from the regular school in oral skills. Tests measuring writing and reading skills did not show any significant difference between the two schools. Included are 1 table and 10 references. (JB)

ED 349 366 UD 028 858

Weinholtz, Donn  
**Restructuring an Urban High School. Fastback 323.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.  
 Report No.—ISBN-0-87367-323-9  
 Pub Date—91  
 Note—39p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$0.90 each, \$0.75 for members).

Pub Type—Collected Works—Serials (022)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Economically Disadvantaged, Educational Change, Educational Environment, \*Educational Innovation, High Risk Students, \*High Schools, Program Effectiveness, Public Schools, \*School Restructuring, \*Urban Schools

Identifiers—\*Cedar Rapids Community School District IA, Policy Implications, \*Reform Efforts  
 This booklet challenges assumptions about the hopelessness of educational reform in urban high schools by presenting the stories of: (1) Theodore Sizer's Coalition of Essential Schools; and (2) Metro High School in Cedar Rapids (Iowa), a school that participates in the Coalition. Following an introduction, the Coalition of Essential Schools program is described, including a listing of nine common principles for the Coalition of Essential Schools and data on attendance, academic performance, discipline, and the pursuit of higher education; the success of Coalition schools is indicated. Another section describes the experiences, the students, the school climate, and the faculty of Metro High School, which joined the Coalition in 1985. A section on the school administrators describes what was originally supervised by three lead teachers and the current on-site principal who functions much as a lead teacher. A section on academics describes a curriculum that has focused on basic skills and practical electives with an increasing emphasis on accelerated academic coursework in recent years. Also described are Metro High School's "vocabulary" program, which helps students explore career choices, and a report of data indicating positive outcomes at this school. A concluding section offers reflections on the Metro High School experience and final thoughts. Fourteen references are included. (JB)

ED 349 367 UD 028 859

Sebring, Penny A. Camburn, Eric M.  
**A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.**

National Catholic Educational Association, Washington, D.C.  
 Report No.—ISBN-1-55833-115-8  
 Pub Date—92  
 Note—59p.

Pub Type—Numerical/Quantitative Data (110)—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Catholic Schools, Comparative Analysis, Educational Experience, Equal Education, Excellence in Educa-

tion, \*Grade 8, Junior High Schools, \*Junior High School Students, National Surveys, Parent Participation, \*Profiles, Public Schools, School Demography, \*Student Characteristics, Urban Schools  
 Identifiers—National Education Longitudinal Study 1988

This report constructs a profile of the 225,000 eighth graders attending Catholic schools in the United States in 1988 and compares them to eighth graders attending public schools. The analysis focused on themes of excellence and equity. Study data were taken from the National Education Longitudinal Study of 1988. The study design incorporated a clustered, stratified national probability sample of approximately 1,000 schools (approximately 800 public schools and 200 private schools), with an average of 25 students in each school participating. Following an introduction, chapter 1, "Catholic Schools and Their Eighth Grade Students," provides an overview of Catholic schools with eighth grades; compares them to public schools, with particular attention to urban areas; and notes that with respect to achievement, urban Catholic students clearly outperform their public school counterparts. Chapter 2, "Experiences of Eighth Graders in Catholic Schools," focuses on subjects that students take, extracurricular activities, perceptions of teachers, and parent participation. Chapter 3, "Academic Performance of Eighth Graders in Catholic Schools," reports reading and mathematics test scores by behaviorally anchored proficiency scores, and reports history/social studies and science test scores by quartile. Included are 10 tables, 7 graphs, an appendix of methodological and technical notes, and 27 references. (JB)

ED 349 368 UD 028 863

Benard, Bonnie  
**Mentoring Programs for Urban Youth: Handle With Care.**

Western Regional Center for Drug-Free Schools and Communities, Portland, OR.  
 Spons Agency—Department of Education, Washington, DC.

Pub Date—June 92  
 Contract—S188A00001  
 Note—30p.

Pub Type—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adults, \*At Risk Persons, Career Awareness, \*Disadvantaged Youth, Guidelines, Interpersonal Relationship, \*Mentors, Modeling (Psychology), Prevention, \*Program Effectiveness, Program Implementation, \*Urban Youth, \*Youth Programs

Identifiers—\*Protege Mentor Relationship

This paper examines the urban mentoring program movement for one-on-one relationships between adults and youth that continue over time and are focused on the youth's development. The paper attempts to sort out some of the issues surrounding mentoring and to provide the prevention field with a perspective on the strategy. An opening section describes the rise of planned mentoring for disadvantaged urban youth, beginning with the appearance of mentoring in the corporate world in the mid-1980s and including a brief overview of the research literature on the mentoring movement and a description of national and state efforts to establish mentoring programs. A following section examines what factors make for an effective mentoring relationship; these include personalized attention and care, access to cultural and vocational resources, positive/high expectations, reciprocity and youth participation, and sustained personal commitment from the adult. A section on establishing effective programs offers the following seven guidelines: (1) careful program planning; (2) energy and commitment from the program manager; (3) institutionalization and integration of the program; (4) careful selection of mentors and youth; (5) matching adults and youth; (6) clear and specific goals; (7) training and preparation for adults and youth; and (8) ongoing support for mentors. A final section evaluates mentoring in light of peoples' great expectations for this strategy, warning that it is neither a panacea nor a substitute for social policy but simply a context in which to create the empathy and caring that is essential for building a good and civil society. Included are 67 references. (JB)

ED 349 369 UD 028 864

Kaufman, Phillip And Others  
**Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988.**

Contractor Report.

MPR Associates, Berkeley, CA.  
 Spons Agency—National Center for Education Statistics (ED), Washington, DC.  
 Report No.—ISBN-0-16-038011-1; NCES-92-042  
 Pub Date—Aug 92  
 Note—107p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Academic Failure, American Indians, Black Students, Demography, Family Characteristics, Grade 8, \*High Risk Students, Hispanic Americans, Junior High Schools, \*Mathematics Achievement, Parent Participation, \*Potential Dropouts, \*Reading Achievement, \*Secondary School Students, \*Student Characteristics, White Students

Identifiers—\*National Education Longitudinal Study 1988

The study described in this report examined the characteristics of eighth-grade students who were at risk of school failure. The study used data from the National Education Longitudinal Study of 1988, which is a large-scale, national longitudinal study begun in the spring of 1988 when 25,000 eighth graders attending public and private schools across the nation were surveyed along with the students' parents, teachers, and school principals. The students were re-surveyed in 1990, and the base year and follow-up data of NELS:88 taken together provide a wealth of information about eighth graders as they move in and out of the U.S. school system and into the varied activities of early adolescence. This study, focused on at-risk students within the eighth grade cohort, examined the following sets of variables: (1) basic demographic characteristics; (2) family and personal background characteristics; (3) the amount of parental involvement in the student's education; (4) the students' academic history; (5) student behavioral factors; (6) teacher perceptions of the students; and (7) characteristics of the students' schools. Black, Hispanic American, and Native American students and students from low-socioeconomic backgrounds were more likely to be at-risk. Male eighth graders were more likely to have low basic skills, but were no more likely to drop out. After controlling for sex and socioeconomic status, Black and Hispanic American dropout rates were found to be the same as that for Whites. However, even when controlling for sex and economic status, Black and Hispanic American students were more likely than White students to perform below basic proficiency levels. Included are 15 tables in the text and 31 tables in 2 appendices. (JB)

ED 349 370 UD 028 867

Diaz, Carlos Ed.  
**Multicultural Education for the 21st Century. NEA School Restructuring Series.**

National Education Association, Washington, D.C.  
 Report No.—ISBN-0-8106-3012-5  
 Pub Date—Jul 92  
 Note—223p.

Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1849-4-00).

Pub Type—Books (010)—Collected Works—General (020)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Affirmative Action, Civil Liberties, Classroom Techniques, Cognitive Style, \*Cultural Pluralism, Curriculum Development, Educational Environment, Elementary Secondary Education, Evaluation Methods, \*Futures (of Society), \*Multicultural Education, \*School Restructuring, School Role, Special Education, Teacher Education Programs  
 Identifiers—Language Diversity

This book presents a selection of readings that address multiculturalism and school restructuring as a reference for schools working to enrich their school-improvement agendas. The readings treat many areas within curriculum and student achievement. The 13 chapters are as follows: (1) "The Next Millennium: A Multicultural Imperative for Education" (C. F. Diaz); (2) "Multicultural Education: Nature, Challenges, and Opportunities" (J. A. Banks); (3) "Effective Teaching Practices for Multicultural Classrooms" (G. Gay); (4) "Institutional Climate: Developing an Effective Multicultural



School Community" (V. O. Pang); (5) "Learning Styles: Implications for Teachers" (K. Swisher); (6) "Rethinking the Role of Gender and Achievement in Schooling" (J. Bernard-Powers); (7) "Evaluation Practices for the Multicultural Classroom" (R. J. Samuda and J. Lewis); (8) "We Speak in Many Tongues: Language Diversity and Multicultural Education" (S. Nieto); (9) "Reducing Prejudice in Society: The Role of Schools" (G. S. Pate); (10) "Involving Special Educators in Challenging Injustice in Education" (C. E. Sletter and C. Hartney); (11) "Educating for Human Rights: A Curricular Blueprint" (R. L. Garcia); (12) "Institutionalizing Multicultural Education in Teacher Education Programs" (N. F. Daly and D. J. O'Dowd); and (13) "Resistance to Multicultural Education: Concerns and Responses" (C. F. Diaz). An Afterword entitled "The Leadership Challenge in Multicultural Education" (C. A. M. Banks) concludes the volume. An annotated bibliography of 18 items and information on the 16 contributors are also provided. (JB)

ED 349 371

UD 028 868

Ellsworth, Nancy J.

**Types of Instructional Strategies Modeled in Urban Teacher Education Courses.**

Pub Date—[92]

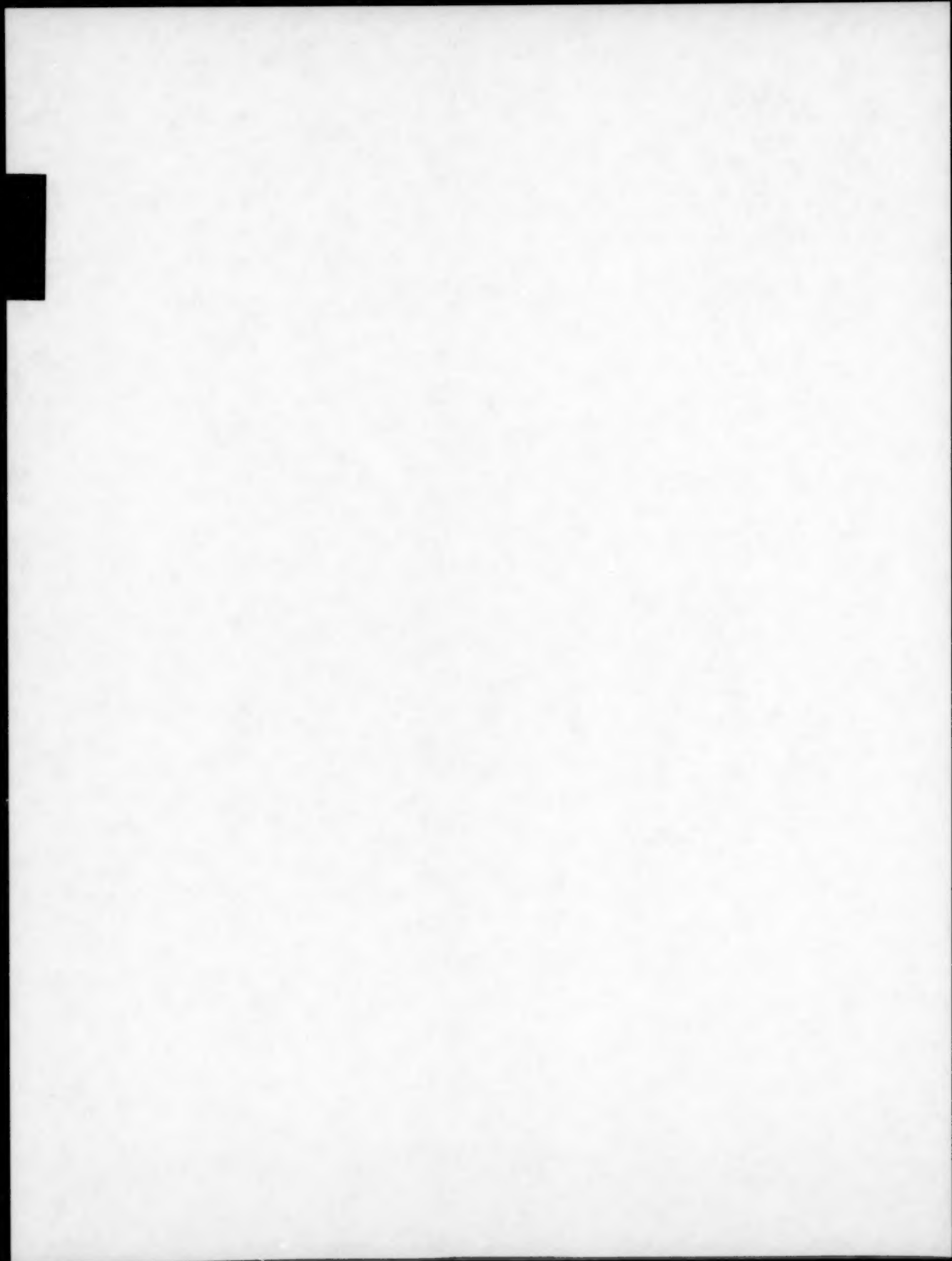
Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Education Courses, Elementary Secondary Education, Factor Analysis, \*Graduate Students, Higher Education, Interpersonal Competence, \*Learning Activities, Scientific Methodology, Special Education, Student Attitudes, Student Responsibility, \*Teacher Education, Teacher Education Curriculum, \*Teaching Methods, Urban Education, \*Urban Universities  
Identifiers—Student Surveys

A study was done to investigate the organization of teaching and learning activities experienced in teacher preparation courses in an urban university. A survey instrument developed for the study was administered to 254 trainees in 20 regular and special education courses. The graduate teacher education courses were stratified by educational setting (on campus/off campus) and subject areas (regular/special education), since the learning activities might differ between settings. A principal components analysis yielded five factors. The first factor, containing items that reflected the teacher's expectations that students use the "scientific method," accounted for the greatest variance in responses and indicated that whether instructors in teacher education courses do or do not encourage students to use the scientific method is a critical determinant organizing students' perceptions of the teaching-learning process. The apparent focus of the second factor was teachers expecting students to use "behavioral processes." This factor relied on behavioral strategies, such as engaging in practice and feedback. The third factor was labeled "social awareness," the fourth concerned "interpersonal activity," and the fifth was interpreted as "personal responsibility." The scales created provided a structure that could be used to investigate the types of instructional strategies modeled for trainees in education. Included are 1 table and 12 references. (JB)



## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor _____	Microcomputers	
Title _____	Public Education and Electronic Technologies.	
	ED 226 725 _____	Accession Number
Identifier _____	National Assessment of Educational Progress	
Title _____	Reading, Science, and Mathematics Trends. A Closer Look.	
	ED 227 159 _____	Accession Number

### Ability Grouping

How To Untrack Your School. ED 348 752

### Ability Identification

School Size Effects on Educational Attainment and Ability. ED 348 743

### Abstracts

Research in Dance IV: 1900-1990. ED 349 287  
Resources in Education (RIE). Volume 28, Number 1. ED 348 466

### Academic Achievement

Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet High School 1990-1991. ED 348 961

Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991. ED 348 962

Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991. ED 349 223

Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991. ED 349 173

American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues. ED 349 148

America's Smallest School: The Family. Policy Information Report. ED 349 320

Assessing the Outcomes of Developmental Courses at Johnson County Community College. ED 349 052

The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation. ED 348 966

The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model. ED 349 315

The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations. ED 349 098

A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with

Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania. ED 349 039

Educational Reform in an Era of Disinformation. ED 348 710

The Effect of Different Attendance Policies on Student Attendance and Achievement. ED 348 762

Ethnographic Case Study of a Hispanic ESL Student. ED 349 355

An Evaluation of a College Orientation Course. ED 349 056

An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software. ED 349 055

The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. ED 349 089

The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation. ED 349 086

Field Independence and Programming Achievement: A Meta-Analysis. ED 348 983

Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform. ED 348 750

Homework: How Effective? How Much To Assign? The Need for Clear Policies. ED 348 754

Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College. ED 349 040

Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4. ED 348 822

Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349

The Little Things Make a Big Difference: How To Help Your Children Succeed in School. ED 349 100

Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3. ED 349 044

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System. ED 349 328

Nursing Predictors Study, Phase One. ED 349 036

Portfolio Assessment: Implementation and Use at an Elementary Level. ED 349 330

Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991. ED 349 324

Risk and Protective Factors and Achievement of Children At Risk. ED 349 363

School Size Effects on Educational Attainment and Ability. ED 348 743

Snapshot '91: 1990-91 School District Profiles. ED 349 329

Student Success and Instructor Pass Rates. ED 349 077

Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256. ED 349 049

Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey. ED 349 327

What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT. ED 349 305

What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data. ED 349 314

What's Happening with Educational Assessment? ED 349 342

### Academic Deans

The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community. ED 349 277

### Academic Education

Career Magnets: Interviews with Students and Staff. ED 348 531

Integration of Academic and Vocational Education. Annotated Resource List. ED 348 529

Integration of Vocational and Academic Education: Theory and Practice. ED 348 491

The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department



- of Education to the Governor and the General Assembly of Virginia. House Document No. 23. ED 348 481
- Academic Libraries**  
Evolving Knowledge Resource Access Systems. ED 349 000  
The Great Balancing Act. ED 349 002
- Academic Persistence**  
An Evaluation of a College Orientation Course. ED 349 056  
An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software. ED 349 055  
Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference. ED 349 062  
Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3. ED 349 044
- Academic Rank (Professional)**  
Scholars in the Schools: Implementation Handbook. ED 349 200
- Academic Self Concept**  
The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model. ED 349 315
- Academically Gifted**  
Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes. ED 348 680
- Access to Education**  
Long-Term Unemployed and the Elderly in Migrant Communities in Europe. ED 349 154  
School Choice: Doing It Right. Answers for Policymakers. ED 348 742  
Success Starts Young: Expanding the Promise of the Illinois Preschool Program. ED 349 114
- Access to Information**  
Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991). ED 349 019  
Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990). ED 348 998  
Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991). ED 349 021
- Accessibility (for Disabled)**  
Planning for Accessibility. ED 348 995
- Accident Prevention**  
Oregon Traffic Patrol Manual for Schools, Revised. ED 348 748
- Accountability**  
Accountability for Vocational Education: A Practitioner's Guide. ED 348 570  
Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor. ED 348 996
- Accreditation (Institutions)**  
Building Consensus: Articulating a Knowledge Base for Teacher Education. ED 349 275  
Human Resource Development Planning Based on Accreditation Guidelines. ED 348 581
- Acculturation**  
The Individual is the Community: The Community is the World: Native Elders Talk about What Young People Need To Know. ED 349 151
- Achievement Tests**  
Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991. ED 349 251  
Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991. ED 349 324
- Acquired Immune Deficiency Syndrome**  
Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients. ED 349 047  
Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting. ED 349 048  
Pediatric HIV Infection and Developmental Disabilities. ED 348 789
- Action Research**  
Models of Equitable Collaboration between University Researchers and School Teachers. ED 349 293
- Activism**  
Taking Steps for Children: A Citizen's Guide to Child Policy. ED 349 107
- Adjustment (to Environment)**  
Family Functions and Children's Post-Divorce Adjustment. ED 348 611
- Administration for Children and Families**  
Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992). ED 349 094
- Administrative Organization**  
The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College. ED 349 076  
Ten Lessons about Regulation and Schooling. Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs. ED 348 729
- Administrative Policy**  
Getting Started: How Choice Can Renew Your Public Schools. ED 348 756  
Trustee Quarterly, 1992. ED 349 054
- Administrator Attitudes**  
Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting. ED 349 048  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989. ED 348 956  
An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change. ED 349 352  
Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1. ED 348 656  
Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15. ED 349 050  
What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15. ED 348 657
- Administrator Effectiveness**  
Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program. ED 348 773
- Leadership for School Quality-Personal Challenge, the Missing Factor.** ED 348 772
- Practices of Effective CEO's: A Preliminary Discussion.** ED 348 713
- Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School.** ED 348 744
- Translating a School Improvement Agenda into Practice: A Social Interaction Perspective to the Principalship.** ED 348 766
- Using School-Site, Contextual Research: Contributions to a New EA Paradigm.** ED 348 765
- Administrator Role**  
The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions. ED 348 514  
Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1. ED 348 902  
Leadership for School Quality-Personal Challenge, the Missing Factor. ED 348 772  
Linking School Level Innovations with an Urban School District's Central Office. ED 349 351  
Practices of Effective CEO's: A Preliminary Discussion. ED 348 713  
Quality in Education. ED 349 046  
Translating a School Improvement Agenda into Practice: A Social Interaction Perspective to the Principalship. ED 348 766
- Administrator Selection**  
Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990). ED 348 709
- Administrators**  
Administrative Compensation Survey, 1990-91. ED 348 897  
Student Mobility Rate: A Moving Target. ED 349 335
- Adolescent Development**  
Familial Risk and Protective Factors Influencing Adolescent Mental Health. ED 349 105  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change. ED 349 096
- Adolescents**  
Familial Risk and Protective Factors Influencing Adolescent Mental Health. ED 349 105  
Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents. ED 349 120  
Kids & Drugs: A Handbook for Parents and Professionals. Second Edition. ED 348 613  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change. ED 349 096  
Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies. ED 348 655  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version. ED 349 353
- Adoption (Ideas)**  
Electronic Communities of Learners: Fact or Fiction. ED 348 990  
Technology: Its Use in Education. A National Perspective, and Online Rights. RIE JAN 1993

## Subject Index

- Adult Basic Education**  
Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report. ED 348 599
- SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report. ED 348 549
- Survey of Literacy Skills Used in Daily Activities. A Report on the Literacy Skills of Albertans. ED 348 521
- Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction. ED 348 519
- Adult Children**  
Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks. ED 348 603
- Adult Education**  
Accessing the Senior Citizen Student. ED 349 067
- Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989). ED 348 518
- The Adult Learner in Higher Education. A Resource and Planning Guide. ED 348 911
- Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs. ED 348 488
- Basic Education Needs of Adults Who Are Hearing Impaired. ED 348 500
- Basic Education Needs of Visually Impaired Adults. ED 348 501
- Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6. ED 348 824
- Technical and Adult Education Review. ED 348 543
- Technology Transfer and the Job Skills Education Program: Preliminary Results. ED 348 960
- Adult Educators**  
Helping Adults Learn. Facilitator's Guide. ED 348 909
- Helping Adults Learn. Participant Workbook. ED 348 908
- Adult Learning**  
Motivational Profiles of Adult Learners in Relation to Self-Directed Learning. ED 348 548
- The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students. ED 348 513
- Returning to College: A Resource and Planning Guide for CSUH Adult Students. ED 348 923
- Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction. ED 348 502
- Adult Literacy**  
Achieving Adult Literacy. Fastback 330. ED 348 516
- Adult Education: The Way to Lifelong Learning. Fastback 334. ED 348 517
- Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report. ED 348 895
- Adult ESL Literacy: State of the Art 1990. ED 348 893
- Adult Literacy: An Evaluation of a Successful Program. ED 348 515
- Alberta Literacy Inventory Report. ED 348 520
- Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy. ED 348 894
- Basic Education Needs of Adults Who Are Hear-

- ing Impaired. ED 348 500
- Basic Education Needs of Visually Impaired Adults. ED 348 501
- Bringing Literacy to Life. Issues and Options in Adult ESL Literacy. ED 348 896
- Developing Workplace Literacy Programs. ED 348 578
- Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project. ED 348 579
- A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program. ED 348 580
- Libraries and Literacy: A Program Planning Manual for Missouri Librarians. ED 349 006
- Literacy Works, Volume 2, Number 1-2, 1991. ED 348 892
- Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6. ED 348 824
- Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891
- Survey of Literacy Skills Used in Daily Activities. A Report on the Literacy Skills of Albertans. ED 348 519
- Whole Language Approaches in Adult Literacy. ED 348 890
- Workplace Literacy. Project SIDE. Procedural Report. ED 348 550
- Adult Reading Programs**  
Adult Literacy: An Evaluation of a Successful Program. ED 348 515
- Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers. ED 348 889
- Strategies for Improving Adult Reading Performance. ED 348 503
- Adult Students**  
Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide. ED 348 910
- Helping Adults Learn. Facilitator's Guide. ED 348 909
- Helping Adults Learn. Participant Workbook. ED 348 908
- How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study. ED 348 532
- Motivational Profiles of Adult Learners in Relation to Self-Directed Learning. ED 348 548
- The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students. ED 348 513
- Returning to College: A Resource and Planning Guide for CSUH Adult Students. ED 348 923
- Adults**  
Differences in Social Support between Rural and Urban Communities. ED 348 587
- Gender Differences in the Readiness To Accept Career Compromise. ED 348 609
- Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model. ED 348 619
- Adults (30 to 45)**  
The Baby Boom-Entering Midlife. ED 349 198
- Advertising**  
Teaching Culture through Advertising. ED 348 870
- Advocacy**  
Family Empowerment.

## AgeLink Project NC

157

- New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91. ED 348 793
- Affective Behavior**  
Advanced Social Skills. Facilitator's Skill Packets 16-22. Social Skills Training. ED 348 566
- Integrating Social Learning Theory with Educating the Deprived. ED 349 260
- Skills for Dealing with Feelings. Facilitator's Skill Packets 23-29. Social Skills Training. ED 348 567
- Affiliated Schools**  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component. ED 349 183
- Affirmation Strategy**  
Whole Language Approaches in Adult Literacy. ED 348 890
- Affirmative Action**  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications. ED 348 906
- Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women. ED 348 507
- A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991). ED 349 360
- A Perspective on the Continuing Struggle for Equity. ED 349 359
- School Desegregation-The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991). ED 349 354
- Africa**  
Women Too in Science and Technology in Africa: A Resource Book for Counseling Girls and Young Women. ED 349 195
- Africa (Sub Sahara)**  
Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132. ED 348 724
- African Americans**  
African and African American Audio Visual Materials: A Selected List for Public Libraries. ED 348 950
- A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991). ED 349 360
- A Perspective on the Continuing Struggle for Equity. ED 349 359
- School Desegregation-The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991). ED 349 354
- Afro Hispanics**  
Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom. ED 348 856
- After School Programs**  
The Agelink Project Replication Manual: An Intergenerational School-Age Child-Care Program. ED 349 095
- Strategies for School-Age Child Care in Texas. ED 349 082
- Age Differences**  
Do Children Believe in Their Own Believability? ED 349 079
- AgeLink Project NC**

- The AgeLink Project Replication Manual: An Inter-generational School-Age Child-Care Program. ED 349 095
- Agency Cooperation**  
Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage. ED 349 129  
Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group. ED 348 816  
Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations. ED 349 304
- Agency Role**  
IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond. ED 349 334  
Peace Corps: Urban Development Programming Guidelines. ED 349 362  
Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992). ED 349 094
- Agenda Setting**  
The Research and Evaluation Agenda for the Austin Independent School District, 1991-92. ED 349 339
- Aggression**  
Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training. ED 348 568
- Agribusiness**  
Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 477  
Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 476
- Agricultural Education**  
Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 477  
Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 479  
Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 476
- Agricultural Occupations**  
Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 476
- Agronomy**  
Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 477
- Air Force Academy CO**  
DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate. ED 348 541
- Alaska**  
Adventures in the Alaska Economy. ED 349 132//  
Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12. ED 349 141  
Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3. ED 349 140
- Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II. ED 349 139
- Alaska Native Language Center**  
On the Language Effort and Work in Alaskan Athabaskan Languages. ED 349 135
- Alaska Natives**  
Adventures in the Alaska Economy. ED 349 132//  
Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991). ED 349 131  
On the Language Effort and Work in Alaskan Athabaskan Languages. ED 349 135  
Shamans and Kushtakas: North Coast Tales of the Supernatural. ED 349 133
- Alberta**  
Adaptation Scolaire: Bibliographie annotée (Scholastic Adaptation: Annotated Bibliography). ED 348 776  
Alberta Literacy Inventory Report. ED 348 520  
Linking Investment in Education to Economic Growth. ED 348 730  
Survey of Literacy Skills Used in Daily Activities. A Report on the Literacy Skills of Albertans. ED 348 519
- Alberta Distance Learning Centre**  
Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs. ED 348 942
- Alcohol Abuse**  
Cultural Disintegration Perpetuated through Substance Abuse among American Indians. ED 348 590  
Developing Effective Drug Education Programs. Fastback 332. ED 348 620  
The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus. ED 348 607
- Alcoholism**  
Counseling Psychologists' Attitudes and Knowledge about Alcoholism. ED 348 589  
The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus. ED 348 607
- Algebra**  
Student Success and Instructor Pass Rates. ED 349 077
- Alternative Teacher Certification**  
Alternative Teacher Certification. Policy Briefs No. 17. ED 349 311
- Alternatives to Standardized Testing**  
What's Happening with Educational Assessment? ED 349 342
- Alumni**  
Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10. ED 349 042
- Amana Colonies**  
[Visiting the Amana Colonies.] ED 349 215
- Ambiguity**  
Finding New Meanings: The Development of Text Reinterpretation Skill. ED 348 648
- American Bar Association**  
Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9. ED 349 254
- American Dream**  
Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students. ED 348 681
- American Indian Culture**  
BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science. ED 349 160  
Cultural Disintegration Perpetuated through Substance Abuse among American Indians. ED 348 590  
The Individual is the Community; The Community is the World: Native Elders Talk about What Young People Need To Know. ED 349 151  
Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide. ED 349 177  
Shamans and Kushtakas: North Coast Tales of the Supernatural. ED 349 133
- American Indian Education**  
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues. ED 349 148
- American Indian Languages**  
Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991). ED 349 131
- American Indian Literature**  
Shamans and Kushtakas: North Coast Tales of the Supernatural. ED 349 133
- American Indians**  
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues. ED 349 148  
Cultural Disintegration Perpetuated through Substance Abuse among American Indians. ED 348 590
- Americans with Disabilities Act 1990**  
Americans with Disabilities Act. ED 348 809
- Analogies**  
Using Analogies To Aid Understanding in Secondary Chemistry Education. ED 349 164
- Analogy**  
Using Analogies To Aid Understanding in Secondary Chemistry Education. ED 349 164
- Analytic Approach**  
Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions. ED 349 306
- Ancient History**  
Lessons on Ancient China for LEP Adolescents. ED 348 861
- Ancillary School Services**  
Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide. ED 348 910  
Transportation. The Neglected Related Service. ED 348 782
- Anglo Americans**  
Mexican-American and Anglo-American Parental Involvement with a Public Elementary School. ED 349 146
- Animal Husbandry**  
Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 477



**Animals**

Algunos Animales de Latino America = Some Animals of Latin America.

ED 349 188

**Anna Maria College MA**

Anna Maria College-Calvin Coolidge School Professional Development School Guidebook.

ED 349 266

**Annotated Bibliographies**

Outstanding Women Athletes: Who They Are and How They Influenced Sports in America.

ED 349 286//

**Anxiety**

The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.

ED 348 987

Cultural Anxiety of Chinese and U.S. Students.

ED 348 924

Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.

ED 348 625

**Aphasia**

Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4.

ED 348 796

**Appalachia**

Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools.

ED 349 202

**Apple Macintosh**

Macintosh Step by Step: Footsteps To Follow for Learning To Use the Macintosh Computer.

ED 348 968

**Applied Linguistics**

Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1.

ED 348 840

**Aptitude Treatment Interaction**

Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.

ED 348 981

**Arabs**

Intifada: Voices of the People in the Arab-Israeli Conflict.

ED 349 187

**Area Studies**

Mapping Latin America for Grades Six to Ten. Third Edition.

ED 349 237

**Arizona State University**

The Arizona State University K-6 Drama Theatre Curriculum Guide.

ED 349 208

**Arkansas**

Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991.

ED 348 813

Evaluation of Chapter 1 in Arkansas, 1989-90.

ED 348 741

**Arkansas (Nevada County)**

A Consolidation Success Story.

ED 349 136

**Armed Forces Qualification Test**

Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.

ED 349 332

**Art**

Sourcebook of Arts Statistics: 1989. 1992 Addendum.

ED 349 240

**Art Activities**

Meaning-Making through Writing and Art Collaboration.

ED 349 057

Reap around the State: "Best of Reap" Activities.

ED 348 651

**Art Education**

The DBAE Handbook: An Overview of Discipline-Based Art Education.

ED 349 253

Meaning-Making through Writing and Art Collaboration.

ED 349 057

The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation.

ED 349 222

The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.

ED 349 225

**Articulation (Education)**

Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education.

ED 348 497

Tech Prep. Annotated Resource List.

ED 348 530

**Artists**

The Professional Artist's Thinking Style: An In-Depth Study.

ED 349 219

**Asia**

Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).

ED 348 559

Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.

ED 348 720

**Asian Americans**

Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee.

ED 348 914

**Asian Studies**

Traditional Chinese Celebrations: Continuity and Change in Taiwan.

ED 349 244

**Assignments**

Homework: How Effective? How Much To Assign? The Need for Clear Policies.

ED 348 754

**Assistant Principals**

Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990).

ED 348 709

**Assistive Devices (for Disabled)**

Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.

ED 348 829

Assistive Technology: A Selective Bibliography. Reference Bibliography No. 92-1.

ED 349 015

Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.

ED 348 830

Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study.

ED 348 831

Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.

ED 348 828

Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study.

ED 348 832

Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study.

ED 348 833

Payment for Assistive Devices by the Veterans Administration.

ED 348 834

Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.

ED 348 835

State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids.

ED 348 836

Subsidy Programs for Assistive Devices.

ED 348 837

**At Risk Persons**

At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.

ED 349 102

Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents.

ED 349 120

Mentoring Programs for Urban Youth: Handle With Care.

ED 349 368

Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report.

ED 348 622

**Athapaskan Languages**

On the Language Effort and Work in Alaskan Athapaskan Languages.

ED 349 135

**Athletes**

Outstanding Women Athletes: Who They Are and How They Influenced Sports in America.

ED 349 286//

Student Athletes: Shattering the Myths & Sharing the Realities.

ED 348 583

**Attachment Behavior**

Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures.

ED 349 101

**Attendance**

The Effect of Different Attendance Policies on Student Attendance and Achievement.

ED 348 762

**Attendance Patterns**

The Effect of Different Attendance Policies on Student Attendance and Achievement.

ED 348 762

**Attendance Records**

The Effect of Different Attendance Policies on Student Attendance and Achievement.

ED 348 762

**Attention Interest Desire and Action Approach**

The A.I.D.A. Plan and the Writing of Sales Letters.

ED 348 886

**Attitude Change**

A Mastery Learning Experiment.

ED 348 668

**Attitude Measures**

The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers.

ED 348 963

**Attribution Theory**

Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs.

ED 349 280

**Audience Awareness**

Storytelling: The Original Narrative.

ED 348 697

**Audience Response**

Storytelling: The Original Narrative.

ED 348 697

**Audiovisual Aids**

Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.

ED 348 949

**Audiovisual Centers**

Service Excellence: An AV Training Program for Student-Assistant Staff.

ED 348 948

**Auditory Stimuli**

"Do You Hear What I Hear?": Deception Detection by the Blind.

ED 348 785

**Austin Independent School District TX**

FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD.

ED 349 338

IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond.

ED 349 334

The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.

ED 349 339

1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation.

ED 349 333

**Australia**

Basic Education Needs of Adults Who Are Hearing Impaired.

ED 348 500

Basic Education Needs of Visually Impaired Adults.

ED 348 501

Creativity in Crisis.

ED 349 150

Occasional Papers in Distance Education: Number 12, Charles Sturt University.

ED 348 986

Perspectives on Literacy Assessment in Australia.

ED 348 654

**Ausubel (David P)**

Thinking about Learning from the Perspectives of Bruner and Ausubel.

ED 348 930

**Authentic Materials**

Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90.

ED 348 850

Listening Processes and Authentic Texts.

ED 348 851

Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama.

ED 348 867

**Authenticity**

The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust.

ED 349 268

**Autism**

State Plan for Autism and Pervasive Developmental Disorders.

ED 348 799

**Autobiographies**

Autobiography and the Exploratory Essay.

ED 348 672

Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students.

ED 348 681

**Aztec (People)**

Two Visions of the Conquest. Grades 9-12.

ED 349 235

**Baby Boomers**

The Baby Boom—Entering Midlife.

ED 349 198

**Bachelors Degrees**

The C&G Technological Baccalaureate.

ED 348 556

**Bakery Industry**

Food Production, Management, and Services. Baking. Teacher Edition. Second Edition.

ED 348 484

**BASIC Programing Language**

The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.

ED 348 987

**Basic Skills**

Competitive Skills Project. Final Report.

ED 348 489

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.

ED 348 629

The Extended Day Program: 1988-1989,

1989-1990, 1990-1991. Summative Evaluation.

ED 349 089

Integration of Vocational and Academic Education: Theory and Practice.

ED 348 491

Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.

ED 349 147

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report.

ED 349 303

**Beacon College Projects**

Beacon College Project Directory.

ED 349 075

**Beginning Reading**

"Dem Wod Mo Saf": Materials for Reading Creole English.

ED 348 658

Links among Segmenting, Spelling, and Reading Words in First and Second Grades.

ED 348 647

**Beginning Teacher Induction**

Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.

ED 349 273

The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.

ED 349 276

Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations.

ED 349 304

**Beginning Teachers**

Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations.

ED 349 292

Life Histories and the Transition to Teaching as a Second Career.

ED 349 285

The Manifestation of Classroom Experience in the Problem Solving of Teachers.

ED 349 299

New Faculty Interview Protocol.

ED 348 901

New Faculty Survey Instrument.

ED 348 900

**Behavior Change**

Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions.

ED 349 306

**Behavior Disorders**

Behavior Challenges: A Shared Approach.

ED 348 634

**Behavior Management**

Behavior Management for Young Children.

ED 349 108

**Behavior Modification**

Increasing the Effectiveness of In-Home Behavior Intervention.

ED 348 788

**Behavior Problems**

Behavior Challenges: A Shared Approach.

ED 348 634

Behavior Management for Young Children.

ED 349 108

**Behavioral Objectives**

Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.

ED 349 147

Learning Outcomes in Library Media Skills.

ED 349 005

Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor.

ED 348 996

**Behavioral Stability**

Stability of Teachers' Classroom Instruction across Classes and Time of Observation.

ED 349 310

**Beliefs**

Personal Responsibility versus God's Will: Religious and Non-religious Attributions for the Death of a Friend.

ED 348 582

**Bibliographic Databases**

ERIC User Survey. Report.

ED 349 032

**Bilingual Education**

Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991).

ED 349 131

At Risk—Language Minority Preschool Children.

ED 348 866

Bilingual Education: A Resource Guide for Educators and Administrators.

ED 348 863

Bilingual Teachers' Voices.

ED 348 878

Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.

ED 348 716

**Bilingual Education Act 1968**

Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.

ED 348 716

**Bilingual Education Programs**

Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University.

ED 349 264

FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD.

ED 349 338

The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program.

ED 349 262

**Bilingual Instructional Materials**

Algunos Animales de Latino America = Some Animals of Latin America.

ED 349 188

**Bilingual Teachers**

Bilingual Teachers' Voices.

ED 348 878

The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program.

ED 349 262

Testing the Language Proficiency of Bilingual Teachers.

ED 348 872

**Biology**

Biology for Schools. Selected Teaching Aids.

ED 349 178

**Birth Order**

Children's Birth Order as a Mediator in Responses by Mothers and Siblings.

ED 349 078

**Birth Weight**

Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.

ED 349 088

**Black Community**

Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991).

ED 349 085

**Black Culture**

African and African American Audio Visual Materials: A Selected List for Public Libraries.

ED 348 950

**Black Dialects**

Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English."

ED 348 673

Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading.

ED 348 673

## Subject Index

ED 348 696

### Black Education

A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991).

ED 349 360

A Perspective on the Continuing Struggle for Equity.

ED 349 359

Reconsidering Vocational Technical Education for Black and Latino Youth.

ED 348 490

School Desegregation—The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991).

ED 349 354

### Black History

African and African American Audio Visual Materials: A Selected List for Public Libraries.

ED 348 950

Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.

ED 349 357

### Black Literature

Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom.

ED 348 856

Children & Books I: African American Story Books and Activities for All Children.

ED 348 686//

### Black Stereotypes

The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping.

ED 349 350

### Black Students

Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English."

ED 348 673

School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students.

ED 349 364

### Black Teachers

Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.

ED 349 301

### Black Youth

Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991).

ED 349 085

### Blacks

Cause for Alarm: The Condition of Black and Latino Males in New York City.

ED 349 358

Reconsidering Vocational Technical Education for Black and Latino Youth.

ED 348 490

Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991).

ED 349 085

### Blindness

Basic Education Needs of Visually Impaired Adults.

ED 348 501

"Do You Hear What I Hear?": Deception Detection by the Blind.

ED 348 785

### Board Administrator Relationship

Practices of Effective CEO's: A Preliminary Discussion.

ED 348 713

### Board of Education Policy

Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27.

ED 348 760

### Board of Education Role

A Consolidation Success Story.

ED 349 136

### Boards of Education

RIE JAN 1993

Americans with Disabilities Act.

ED 348 809

Handbook for Ethical Policy Making.

ED 348 810

### Brazil

Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised.

ED 349 236

Contrasting Urban Lifestyles in Brazil. A Precollegiate Curriculum Unit: Grades Six-Twelve.

ED 349 228

### Brazil (Rio de Janeiro)

At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.

ED 349 365

### British Columbia

Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report.

ED 349 163

The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase 1: August 1990-August 1991. Final Report: September 1991.

ED 348 988

Selection and Challenge of Learning Resources.

ED 348 946

### British Commonwealth

The Commonwealth of Learning: A Compendium of Activities.

ED 348 933

The Commonwealth of Learning: A Year of Consolidation. Annual Report 1990.

ED 348 934

### Brock University (Canada)

Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach.

ED 349 270

### Bruner (Jerome S)

Thinking about Learning from the Perspectives of Bruner and Ausubel.

ED 348 930

### Budgets

Support Budget 1991-92.

ED 348 918

### Bulimia

Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women.

ED 348 639

### Bureau of the Census

"Information, Information Everywhere and Not..."

ED 349 026

### Bush Administration

Assault on Liberty: The Record of the Reagan-Bush Courts.

ED 349 250

### Business Administration

Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.

ED 348 478

### Business Administration Education

The "International Language/Business" Major at a Small Private University: Successes and Naging Concerns.

ED 348 873

Laying a Foundation for Russian for Business and Economics.

ED 348 885

Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad.

ED 348 874

### Business Communication

The A.I.D.A. Plan and the Writing of Sales Letters.

ED 348 886

American Managers' Use of Their Foreign Employer's Language.

ED 348 883

Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm.

## California Community Colleges

161

The INJEP Experience: New Ideas for Technical and Business French Educators.

ED 348 868

The Status of the Business and Professional Communication Course.

ED 348 705

Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama.

ED 348 867

Teaching Culture through Advertising.

ED 348 870

### Business Correspondence

Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.

ED 348 522

Understanding the Perceptions of the British Business Community Regarding Language-Related Matters.

ED 348 869

### Business Education

Business Education in the Secondary School: A CTC Response. Number 4.

ED 348 558

Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.

ED 348 522

Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.

ED 349 194

### Business English

Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.

ED 348 522

### Business Law

Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.

ED 349 194

### Cable Television

A Primer on Cabling Design and Implementation: Considerations for Decision-Makers.

ED 348 970

### Calculus

Guidelines for Teaching Calculus.

ED 349 179

### California

The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report.

ED 348 951

Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.

ED 348 499

The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992.

ED 348 953

California Programs and Services for Students with Serious Emotional Disturbances.

ED 348 802

The California Strategic Plan for Special Education: Ours for Tomorrow.

ED 348 801

Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised.

ED 349 236

Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.

ED 348 976

Scholars in the Schools: Implementation Handbook.

ED 349 200

Surrogate Parents in California Special Education: An Overview.

ED 348 803

Surrogate Parents in California Special Education: A Resource Notebook.

ED 348 804

Understanding California State Government. A Guide for High School Teachers: Preparing To Be Effective Citizens in California.

ED 349 209

## California Community Colleges



Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406. ED 349 035

### California State University Inst for Teach

**Learn**  
The Adult Learner in Higher Education. A Resource and Planning Guide. ED 348 911

Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide. ED 348 910

The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report. ED 348 913

Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. ED 348 920

CSU Faculty Workload Study. Final Report. ED 348 917

Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program. ED 348 916

Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee. ED 348 914

From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988). ED 348 919

Helping Adults Learn. Facilitator's Guide. ED 348 909

Helping Adults Learn. Participant Workbook. ED 348 908

Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986). ED 348 922

Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986. ED 348 921

Policies and Practices To Meet the Needs of Older, Part-Time Students. ED 348 915

Returning to College: A Resource and Planning Guide for CSUH Adult Students. ED 348 923

Strategies for Instructional Development. A Resource and Planning Guide. ED 348 912

Support Budget 1991-92. ED 348 918

### Canada

Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991). ED 348 979

Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2. ED 349 258

Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada. ED 348 857

Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills—What Money Can't Buy. ED 348 471

Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You. ED 348 470

Project Real World: Economic Living Skills for High School Students. Module I, The Canadian Marketplace and You. ED 348 469

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work. ED 348 472

Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society. ED 348 473

### Canada Natives

Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 — La distance approuvée: Un rapport de quatre ateliers sur la formation à distance tenus en février 1991. ED 349 149

Northern Nutrition. ED 349 130

### Capacity Building

Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success. ED 348 716

### Career Awareness

Project GROW. Final Project Report, January 1989 to June 30, 1989. ED 348 467

An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills. ED 348 855

### Career Change

Life Histories and the Transition to Teaching as a Second Career. ED 349 285

Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model. ED 348 619

### Career Choice

Assisting High School Seniors Who Have Not Made Post Graduation Plans through the Use of Individual and Group Guidance Exercises. ED 348 616

Gender Differences in the Readiness To Accept Career Compromise. ED 348 609

### Career Counseling

Computer-Assisted Career Counseling: Inherent Contradictions, Problems, and Prospects. ED 348 610

### Career Development

Advising in the Classroom: Teaching a Career Development Course. ED 348 585

Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113

Career Progression in Early Care and Education: A Discussion Paper. ED 349 112

Career Education

Career Magnets: Interviews with Students and Staff. ED 348 531

Career Exploration

An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills. ED 348 855

Career Guidance

Assisting High School Seniors Who Have Not Made Post Graduation Plans through the Use of Individual and Group Guidance Exercises. ED 348 616

Computer-Assisted Career Counseling: Inherent Contradictions, Problems, and Prospects. ED 348 610

Career Ladders

Career Progression in Early Care and Education: A Discussion Paper. ED 349 112

An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program. ED 348 749

Career Magnet Schools

Career Magnets: Interviews with Students and Staff. ED 348 531

Career Planning

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work. ED 348 472

Career Progression Systems

Career Progression in Early Care and Education: A Discussion Paper.

ED 349 112

### Caregiver Training

Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113

Carl D Perkins Voc and Appl Techn Educ Act 1990

The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991). ED 348 576

The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers. ED 348 577

Case Method (Teaching Technique)

Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions. ED 349 306

Case Studies

The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico. ED 348 698

Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions. ED 349 306

Without Women No Development: Selected Case Studies from Asia of Non-Formal Education for Women. ED 349 196

Categorical Aid

Audit Report of Erie Community College. Report 92-S-46. ED 349 038

Catholic Schools

A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988. ED 349 367

United States Catholic Elementary Schools & Their Finances, 1991. ED 348 737

Cedar Rapids Community School District

IA

Restructuring an Urban High School. Fastback 323. ED 349 366

Censorship

Selection and Challenge of Learning Resources. ED 348 946

Central America

International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America. ED 349 080

Centralization

Ten Lessons about Regulation and Schooling. Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs. ED 348 729

Certification

Certificated Personnel and Related Information, Fall 1991. ED 349 326

Cervantes (Lorna Dee)

Lorna Dee Cervantes: A Writer in the Margins. ED 348 678

Change Agents

Changing Kindergartens: Four Success Stories. ED 349 083

The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality? ED 349 053

The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report. ED 349 170

What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992). ED 349 170

RIE JAN 1993

## Subject Index

- 1992). ED 348 755
- Change Strategies**  
Evolving Knowledge Resource Access Systems. ED 349 000  
The Great Balancing Act. ED 349 002  
How To Change to a Nongraded School. ED 348 719  
How To Untrack Your School. ED 348 752  
Improving and Extending Rural Library Services in Idaho. ED 349 001  
Innovation and the Process of Change: A Case Study in Distance Education. ED 348 967  
Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990). ED 348 998  
School Change Models and Processes: A Review of Research and Practice. ED 348 758
- Charlotte Mecklenburg Public Schools NC**  
Relationships between a Prekindergarten Intervention Program and School Success. ED 349 104
- Chattanooga State Technical Community College TN**  
Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College. ED 349 068
- Cheating**  
Academic Integrity—A Review and Case Study. ED 349 060
- Chemical Industry**  
Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy. ED 348 508
- Chemistry**  
Using Analogies To Aid Understanding in Secondary Chemistry Education. ED 349 164  
Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC—An Answer to Multicultural Diversity." ED 348 693
- Chicago Public Schools IL**  
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues. ED 349 148  
Implementing School-Based Management in Urban Settings. ED 349 344
- Child Advocacy**  
State and Children: Relating Policy, Practice, and Finance at the State Level. ED 348 714  
Surrogate Parents in California Special Education: An Overview. ED 348 803  
Surrogate Parents in California Special Education: A Resource Notebook. ED 348 804  
Taking Steps for Children: A Citizen's Guide to Child Policy. ED 349 107
- Child Behavior**  
Behavior Management for Young Children. ED 349 108
- Child Caregivers**  
Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113  
Career Progression in Early Care and Education: A Discussion Paper. ED 349 112  
Training Needs of Family Child Care Providers: Seeking Alternatives. ED 349 091
- Child Development**  
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism. ED 349 248  
Getting Your Child Ready for School...and the School Ready for Your Child. ED 348 727  
Impact of Technology on the Family. Teacher Edition. ED 348 482  
Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage. ED 349 126
- Child Development Centers**  
Latino Families and the Schools. ED 349 134
- Child Health**  
Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990). ED 349 121  
Children and Health Insurance. Special Report. ED 349 097  
Health Care Reform: How Do Women, Children, and Teens Fare? Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session. ED 348 602  
Medicaid and Childhood Immunizations: A National Study. ED 349 093
- Child Rearing**  
America's Smallest School: The Family. Policy Information Report. ED 349 320  
Increasing the Effectiveness of In-Home Behavior Intervention. ED 348 788
- Child Welfare**  
State and Children: Relating Policy, Practice, and Finance at the State Level. ED 348 714
- Childhood Attitudes**  
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism. ED 349 248  
Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace. ED 349 106
- Childhood Experiences**  
International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America. ED 349 080
- Childhood Needs**  
Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage. ED 349 126
- Children**  
At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4. ED 349 102  
Children's Birth Order as a Mediator in Responses by Mothers and Siblings. ED 349 078  
Do Children Believe in Their Own Believability? ED 349 079  
Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents. ED 349 120  
International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America. ED 349 080  
Taking Steps for Children: A Citizen's Guide to Child Policy. ED 349 107
- Children's Libraries**  
Output Measures for Public Library Service to Children. A Manual of Standardized Procedures. ED 348 991
- Children's Literature**  
Children & Books 1: African American Story Books and Activities for All Children.

## Civil Rights 163

- ED 348 686//
- Children's Reports**  
Do Children Believe in Their Own Believability? ED 349 079
- China**  
Demystifying the Chinese Language. Revised. ED 349 229  
Journey to China: Activities for Elementary Students. ED 349 230  
Lessons on Ancient China for LEP Adolescents. ED 348 861
- Chinese**  
Demystifying the Chinese Language. Revised. ED 349 229  
Introducing Chinese into High Schools: The Dodge Initiative. ED 348 871
- Chinese Culture**  
Demystifying the Chinese Language. Revised. ED 349 229  
Traditional Chinese Celebrations: Continuity and Change in Taiwan. ED 349 244
- Chinese People**  
Cultural Anxiety of Chinese and U.S. Students. ED 348 924
- Cholesterol**  
Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents. ED 349 120
- Cinderella**  
Cinderella. The Oryx Multicultural Folktale Series. ED 348 687//
- Citations (References)**  
Building Gender Fairness in Schools. ED 348 562
- Citizen Participation**  
Taking Steps for Children: A Citizen's Guide to Child Policy. ED 349 107  
50 Simple Things Kids Can Do To Save the Earth. ED 349 165  
50 Simple Things You Can Do To Save The Earth. ED 349 166
- Citizenship Education**  
Community of Learners. ED 349 210  
Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4. ED 348 822  
Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2. ED 349 258  
Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997. ED 349 214  
Social Studies: Elementary Course of Study. ED 349 206  
Social Studies: Secondary Course of Study. ED 349 207  
Understanding California State Government. A Guide for High School Teachers: Preparing To Be Effective Citizens in California. ED 349 209
- Citizenship Responsibility**  
Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2. ED 349 258
- Civil Liberties**  
Assault on Liberty: The Record of the Reagan-Bush Courts. ED 349 250  
Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2. ED 349 258
- Civil Rights**  
A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November

- 5-7, 1991).  
ED 349 360
- A Perspective on the Continuing Struggle for Equity.  
ED 349 359
- School Desegregation—The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991).  
ED 349 354
- Civil Rights Legislation**  
Americans with Disabilities Act.  
ED 348 809
- Class Activities**  
Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom.  
ED 348 642
- The Literacy Assessment of Second-Language Learners.  
ED 348 665
- Reap around the State: "Best of Reap" Activities.  
ED 348 651
- Waste Wise: Concepts in Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.  
ED 349 172
- Classical Rhetoric**  
"Declassifying" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance.  
ED 348 695
- Classification**  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.  
ED 349 142
- Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.  
ED 349 143
- Classroom Communication**  
On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers.  
ED 348 864
- Classroom Design**  
Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.  
ED 348 949
- Classroom Environment**  
Creating a Literate Environment for Learning Social Studies Content.  
ED 348 645
- The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices.  
ED 349 110
- Making School Fun for You and Your Students.  
ED 349 302
- Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report.  
ED 348 549
- Teachers' Reports on Implementing Developmentally Appropriate Practice.  
ED 349 296
- Classroom Observation Techniques**  
Stability of Teachers' Classroom Instruction across Classes and Time of Observation.  
ED 349 310
- Classroom Techniques**  
Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.  
ED 349 064
- Making School Fun for You and Your Students.  
ED 349 302
- The Manifestation of Classroom Experience in the Problem Solving of Teachers.  
ED 349 299
- Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report.  
ED 348 549
- Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction.  
ED 348 502
- Clothing**  
Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.

- tries.  
ED 348 527
- Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.  
ED 348 510
- Coffee**  
Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised.  
ED 349 236
- Cognitive Development**  
Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education.  
ED 349 174
- Paradoxes of Learning: On Becoming an Individual in Society.  
ED 348 931//
- Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.  
ED 349 301
- Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.  
ED 349 106
- Cognitive Mapping**  
Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning.  
ED 349 281
- Cognitive Processes**  
Development and Yearning: Cognitive Aspects of Spiritual Development.  
ED 348 586
- Interdisciplinary Approaches to Science Education: A Cognitive Analysis.  
ED 349 157
- Listening Processes and Authentic Texts.  
ED 348 851
- Real Time Literacy.  
ED 348 652
- Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures.  
ED 349 168
- A Semantic Frame Work Reconstructed from Comparative Linguistics.  
ED 348 839
- Cognitive Structures**  
Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures.  
ED 349 168
- Cognitive Style**  
Instruction in Teacher Education: A Descriptive Study of Cooperative Learning.  
ED 349 297
- Language Training Reference Manual. Training Manual T0056.  
ED 348 880
- Motivational Profiles of Adult Learners in Relation to Self-Directed Learning.  
ED 348 548
- The Professional Artist's Thinking Style: An In-Depth Study.  
ED 349 219
- The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students.  
ED 348 513
- Cohort Analysis**  
NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum.  
ED 349 341
- Cold War**  
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.  
ED 349 216
- In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book.  
ED 349 217
- Collaboration for Improvement of Teacher Educ**  
Policy and Practice toward the Improvement of

- Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations.  
ED 349 304
- Collaborative Inquiry**  
Discoveries & Dialogues: The Making Thinking Visible Casebook.  
ED 348 670
- Collaborative Learning**  
Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities.  
ED 348 643
- Collaborative Writing**  
Collaborative Ghost Writing.  
ED 348 671
- Discoveries & Dialogues: The Making Thinking Visible Casebook.  
ED 348 670
- Collective Bargaining**  
Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining.  
ED 348 751
- College Administration**  
Perspectives on the Community College: Essays.  
ED 349 041
- Quality in Education.  
ED 349 046
- Trustee Quarterly, 1992.  
ED 349 054
- College Athletics**  
Student Athletes: Shattering the Myths & Sharing the Realities.  
ED 348 583
- College Bound Students**  
Student Athletes: Shattering the Myths & Sharing the Realities.  
ED 348 583
- College Credits**  
Academic Credit at Marymount Manhattan College for Student Volunteers.  
ED 348 898
- Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education.  
ED 348 497
- College English**  
To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training.  
ED 348 674
- College Entrance Examinations**  
An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.  
ED 349 336
- Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5.  
ED 349 337
- College Faculty**  
CSU Faculty Workload Study. Final Report.  
ED 348 917
- Determining Faculty Attitudes toward Incentives and Rewards.  
ED 349 058
- Grade Inflation and Student Ratings: A Closer Look.  
ED 349 318
- New Faculty Interview Protocol.  
ED 348 901
- New Faculty Survey Instrument.  
ED 348 900
- Perspectives on the Community College: Essays.  
ED 349 041
- Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development.  
ED 348 768
- College Freshmen**  
An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software.  
ED 349 055
- Impact of Georgia's College Preparatory Curriculum  
ED 349 055



- lum on Academic Success at Gainesville College. ED 349 040
- Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women. ED 348 639
- College Graduates**
- Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92. ED 349 074
- College Instruction**
- Advising in the Classroom: Teaching a Career Development Course. ED 348 585
- Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. ED 348 920
- A Counseling Psychologist in the USSR as a Fulbright Scholar. ED 348 638
- Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986. ED 348 921
- College Outcomes Assessment**
- From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988). ED 348 919
- A Student Outcomes Model for Community Colleges—Measuring Institutional Effectiveness. ED 349 072
- College Planning**
- Quality in Education. ED 349 046
- College Preparation**
- Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College. ED 349 040
- College Preparatory Curriculum GA**
- Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College. ED 349 040
- College Programs**
- Beacon College Project Directory. ED 349 075
- College Role**
- An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs. ED 349 033//
- Integrating the International/Intercultural Dimension in the Community College. ED 349 061
- College School Cooperation**
- Anna Maria College-Calvin Coolidge School Professional Development School Guidebook. ED 349 266
- A Collaborative Venture in Preservice Education: Participant Practices and Learnings. ED 349 269
- Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program. ED 348 916
- Models of Equitable Collaboration between University Researchers and School Teachers. ED 349 293
- Partners in Learning: The Division of Education and Elementary School Connection. ED 349 272
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component. ED 349 183
- Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach. ED 349 270
- A Summons for Teacher Educators! Get off the Campus and into the Community! ED 349 263
- College Second Language Programs**
- The "International Language/Business" Major at RIE JAN 1993
- a Small Private University: Successes and Naging Concerns. ED 348 873
- College Students**
- College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors. ED 348 636
- The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping. ED 349 350
- Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment. ED 349 323
- The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention. ED 348 907
- Personal Responsibility versus God's Will: Religious and Non-religious Attributions for the Death of a Friend. ED 348 582
- Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results. ED 349 319
- The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus. ED 348 607
- College Teaching and Learning Collection**
- The Adult Learner in Higher Education. A Resource and Planning Guide. ED 348 911
- Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide. ED 348 910
- The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report. ED 348 913
- Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. ED 348 920
- CSU Faculty Workload Study. Final Report. ED 348 917
- Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program. ED 348 916
- Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee. ED 348 914
- From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988). ED 348 919
- Helping Adults Learn. Facilitator's Guide. ED 348 909
- Helping Adults Learn. Participant Workbook. ED 348 908
- Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986). ED 348 922
- Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986. ED 348 921
- Policies and Practices To Meet the Needs of Older, Part-Time Students. ED 348 915
- Returning to College: A Resource and Planning Guide for CSUH Adult Students. ED 348 923
- Strategies for Instructional Development. A Resource and Planning Guide. ED 348 912
- Support Budget 1991-92. ED 348 918
- College Transfer Students**
- Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92. ED 349 071
- A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania. ED 349 039
- Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10. ED 349 042
- Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92. ED 349 074
- Profile of District Transfers to the University of California, California State University, and St. Mary's College. ED 349 066
- Colleges**
- The University of the Future: Problems and Prospects. ED 348 905
- Collegiality**
- Leadership from the Classroom: Women Teachers as a Key to School Reform. ED 348 771
- Making Choices: Determining the Need To Be Out. ED 348 682
- Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors. ED 348 747
- Colorado**
- Certificated Personnel and Related Information, Fall 1991. ED 349 326
- Colorado Distance Learning Resources: Instructional and Staff Development Programming Available to Colorado School Districts. 1992-93 School Year. ED 348 941
- Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report. ED 349 144
- Pupil Membership and Related Information, Fall 1991. ED 349 325
- Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991. ED 349 324
- Testing the Language Proficiency of Bilingual Teachers. ED 348 872
- Commercial Television**
- Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama. ED 348 867
- Commonsense Narratives**
- Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives. ED 348 669
- Commonwealth of Learning**
- Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991). ED 348 979
- The Commonwealth of Learning: A Compendium of Activities. ED 348 933
- The Commonwealth of Learning: A Year of Consolidation. Annual Report 1990. ED 348 934
- Communication (Thought Transfer)**
- Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development. ED 348 768
- Communication Aids (for Disabled)**
- Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA). ED 348 969
- Communication Apprehension**
- Communication Apprehension and the Hispanic Public Speaking Student at the University of

- Texas-Pan American. ED 348 708
- Communication Research**  
Electronic Identities: The Strategic Use of Email for Impression Management. ED 348 699  
The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft. ED 348 769
- Communication Skills**  
How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study. ED 348 532  
Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program. ED 348 533  
The Status of the Business and Professional Communication Course. ED 348 705
- Communications**  
The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture. ED 348 707
- Communications Satellites**  
Distance Education Resource Directory for Northwest Schools. ED 348 937
- Communicative Competence (Languages)**  
"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language. ED 348 842  
Grading and Professionalism in ELT. ED 348 841  
Language Production-Language Contact: The Significance of Learners' Speech. ED 348 843  
Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence. ED 348 882
- Community Attitudes**  
Perceptions of Johnson County Community College by Residents of Johnson County. [Revised.] ED 349 051
- Community Based Organizations**  
Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report. ED 348 895
- Community Colleges**  
An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs. ED 349 033//  
Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education. ED 348 497  
Human Resource Development Planning Based on Accreditation Guidelines. ED 348 581  
Perspectives on the Community College: Essays. ED 349 041  
Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2. ED 349 059  
Trustee Quarterly, 1992. ED 349 054
- Community Cooperation**  
Partnerships in Literacy: A Guide for Community Organization and Program Development. ED 348 561
- Community Development**  
Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989). ED 348 518  
Beacon College Project Directory. ED 349 075  
Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report. ED 349 144
- Community Information Services**  
Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992). ED 349 094
- Community Involvement**  
The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community. ED 348 723  
Strategies for Success: Recruiting Students into Nontraditional Programs. ED 348 546  
Success Starts Young: Expanding the Promise of the Illinois Preschool Program. ED 349 114
- Community Programs**  
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers. ED 348 889  
Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage. ED 349 129  
Intergenerational Relations: Older Adults and Youth. County Extension Program Guide. ED 349 138  
Partnerships in Literacy: A Guide for Community Organization and Program Development. ED 348 561  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version. ED 349 353  
The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community. ED 348 723
- Community Role**  
The Individual is the Community; The Community is the World: Native Elders Talk about What Young People Need to Know. ED 349 151
- Community Services**  
Academic Credit at Marymount Manhattan College for Student Volunteers. ED 348 898
- Community Study**  
Yellowknife, the Capital of the N.W.T.: A Language Development Unit for Social Studies. ED 349 255
- Compensation (Remuneration)**  
Administrative Compensation Survey, 1990-91. ED 348 897
- Compensatory Education**  
Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education. ED 349 081  
Integrating Curriculum and Assessment: A Workshop Guide. ED 349 317
- Competence**  
Education from a Workplace Perspective: Issues of Self-Management. ED 348 717
- Competency Based Education**  
Language Training Reference Manual. Training Manual T0056. ED 348 880  
Performance-Based Education Project: A Component of the Institutional Outcomes Model. Course Prototype. U.S. History 121 (HIS121). ED 349 211  
Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curriculum. Final Technical Report. ED 349 303
- Competitive Selection**  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications. ED 348 906
- Compliance (Legal)**  
Americans with Disabilities Act. ED 348 809  
Audit Report of Borough of Manhattan Community College. Report 91-T-4. ED 349 037  
Audit Report of Erie Community College. Report 92-S-46. ED 349 038  
Audit Report of Rockland Community College. Report 89-T-7. ED 349 034  
Handbook for Ethical Policy Making. ED 348 810  
Status of States' Progress in Implementing Part H of IDEA: Report #4. ED 348 811  
Surrogate Parents in California Special Education: An Overview. ED 348 803  
Transition Services: Developing and Implementing IEPs for Life after School. ED 348 812
- Composition Theory**  
What Do We Teach and How Do We Teach It? ED 348 689
- Comprehensive Education Reform Act (Tennessee)**  
An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program. ED 348 749
- Comprehensive School Improvement Program**  
School Change Models and Processes: A Review of Research and Practice. ED 348 758
- Compromise**  
Gender Differences in the Readiness to Accept Career Compromise. ED 348 609
- Computer Assisted Career Guidance**  
Computer-Assisted Career Counseling: Inherent Contradictions, Problems, and Prospects. ED 348 610
- Computer Assisted Instruction**  
Adult Literacy: An Evaluation of a Successful Program. ED 348 515  
An Alternative Rhetoric for Hypertext. ED 348 940  
Computer Assisted School Automation (CASA) in Japan. ED 348 977  
Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports. ED 348 939  
Computers and Conceptual Change. ED 348 935  
Developing English CBI Programs at Doshisha University. ED 348 876  
Distance Learning: A Study of Computer Modem Students. ED 348 982  
Global Warming: A Supplementary Guide to the Hypercard Stack. ED 349 246  
Non-Intrusive Grammar in Writing. ED 348 684  
Problem Solving and Critical Thinking for Computer Science Educators. ED 348 971  
SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report. ED 348 521  
Technology Transfer and the Job Skills Education Program: Preliminary Results. ED 348 960  
Theory-Based Interactive Videodisc for EFL Learning: Design Considerations. ED 348 884  
Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children. ED 349 116  
Using Instructional Technology with Homebound Students. ED 348 792

## Subject Index

- Utilizing Technology: A Decision To Enhance Instruction. ED 348 974
- Vocabulary Enrichment: Technology to the Rescue! ED 348 646
- Computer Assisted Testing**  
Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment. ED 349 323
- Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results. ED 349 319
- Computer Attitude Scale**  
The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers. ED 348 963
- Computer Ethics**  
An Experiment in Computer Ethics: Clustering Composition with Computer Applications. ED 348 676
- Computer Literacy**  
Computer Competencies for All Educators in North Carolina Public Schools. Revised. ED 348 954
- Computer Training: Pathway from Extinction. ED 348 955
- Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School. ED 348 980
- Educating the Faculty and Staff to Computer Use: A Working Model. ED 348 943
- Teacher Education Faculty and Computer Competency. ED 349 290
- Utilizing Technology: A Decision To Enhance Instruction. ED 348 974
- Computer Managed Instruction**  
Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports. ED 348 939
- Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs. ED 348 942
- Computer Mediated Communication**  
The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase I: August 1990-August 1991. Final Report: September 1991. ED 348 988
- Computer Networks**  
Beginning the Computer Community: Establishing a Computer Writing Classroom. ED 348 690
- The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992. ED 348 953
- Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports. ED 348 939
- Desktop Video: Multi-Media on the NeXT Computer. ED 348 964
- Distance Education Resource Directory for Northwest Schools. ED 348 937
- Electronic Communities of Learners: Fact or Fiction. ED 348 990
- Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database. ED 349 031
- Knowledge Communities and Information Network Policies. ED 349 003

- Knowledge Network Values: Learning at Risk? ED 349 004
- Library Services and the Online Campus Gateway. Final Report. ED 349 027
- NEEDS (The National Engineering Education Delivery System): If We Build It (According to Standards) They Will Come! ED 349 020
- The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase I: August 1990-August 1991. Final Report: September 1991. ED 348 988
- Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991). ED 349 021
- Computer Oriented Programs**  
An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software. ED 349 055
- Computer Resource Faculty IL**  
Educating the Faculty and Staff to Computer Use: A Working Model. ED 348 943
- Computer Science Education**  
Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet High School 1990-1991. ED 348 961
- Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991. ED 348 962
- Computer Competencies for All Educators in North Carolina Public Schools. Revised. ED 348 954
- The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation. ED 348 966
- Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program. ED 348 533
- Computer Simulation**  
Computers and Conceptual Change. ED 348 935
- Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony. ED 349 316
- Computer Software**  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989. ED 348 956
- Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change. ED 348 984
- Microcomputers in School and Public Libraries: A Directory. ED 349 022
- Utilizing Technology: A Decision To Enhance Instruction. ED 348 974
- Computer Software Selection**  
Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary. ED 348 976
- Computer System Design**  
Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database. ED 349 031
- Library Services and the Online Campus Gateway. Final Report. ED 349 027
- NEEDS (The National Engineering Education

## Connecticut

167

- Delivery System): If We Build It (According to Standards) They Will Come! ED 349 020
- Computer Users**  
Macintosh Step by Step: Footsteps To Follow for Learning To Use the Macintosh Computer. ED 348 968
- Computer Uses in Education**  
Beginning the Computer Community: Establishing a Computer Writing Classroom. ED 348 690
- Computer Assisted School Automation (CASA) in Japan. ED 348 977
- Handbook for Technology Planning in Texas Public Schools. ED 348 957
- Real Time Literacy. ED 348 652
- Teacher Education Faculty and Computer Competency. ED 349 290
- Technology: Its Use in Education. A National Perspective. and Online Rights. ED 348 959
- Concept Formation**  
Computers and Conceptual Change. ED 348 935
- Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers. ED 349 175
- Conceptual Approach**  
The Manifestation of Classroom Experience in the Problem Solving of Teachers. ED 349 299
- Conducting (Music)**  
The Principal as Orchestral Conductor. ED 348 718
- Conferences**  
Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report. ED 349 008
- School Desegregation-The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991). ED 349 354
- Confirmatory Factor Analysis**  
Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony. ED 349 316
- Conflict**  
Intifada: Voices of the People in the Arab-Israeli Conflict. ED 349 187
- Conflict Resolution**  
Conflict Resolution Strategies: Anger and Aggression in School Age Children. ED 348 637
- Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members. ED 349 190
- Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training. ED 348 568
- Connecticut**  
Females in Vocational Education: Reflections of the Labor Market. ED 348 547
- Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989. ED 348 544
- It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools. ED 348 545
- Serving Students with Special Health Care Needs. ED 348 815
- Strategies for Success: Recruiting Students into Nontraditional Programs. ED 348 546
- Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut. ED 348 973



**Conservation (Environment)**

Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.

ED 348 479

Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You.

ED 348 470

50 Simple Things Kids Can Do To Save The Earth.

ED 349 165

50 Simple Things You Can Do To Save The Earth.

ED 349 166

**Consolidated Schools**

A Consolidation Success Story.

ED 349 136

**Consortia**

Beacon College Project Directory.

ED 349 075

**Constituency Development**

Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's.

ED 349 289

**Constitutional Law**

Assault on Liberty: The Record of the Reagan-Bush Courts.

ED 349 250

**Constructivism**

The Discourse of Pedagogy and the Possibility of Social Change.

ED 349 283

**Constructivist Learning**

Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education.

ED 349 174

**Consumer Economics**

Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III.

ED 349 111

Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.

ED 348 828

Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society.

ED 348 473

**Consumer Education**

Consumer Education in the United States: A Composite Vision, 1992.

ED 348 574

Impact of Technology on the Family. Teacher Edition.

ED 348 482

Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills-What Money Can't Buy.

ED 348 471

Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You.

ED 348 470

Project Real World: Economic Living Skills for High School Students. Module I, The Canadian Marketplace and You.

ED 348 469

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work.

ED 348 472

Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society.

ED 348 473

50 Simple Things You Can Do To Save The Earth.

ED 349 166

**Consumer Protection**

Consumer Education in the United States: A Composite Vision, 1992.

ED 348 574

Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society.

ED 348 473

**Consumer Science**

Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills-What Money Can't Buy.

ED 348 471

Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You.

ED 348 470

Project Real World: Economic Living Skills for High School Students. Module I, The Canadian Marketplace and You.

ED 348 469

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work.

ED 348 472

Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society.

ED 348 473

**Content Area Reading**

Creating a Literate Environment for Learning Social Studies Content.

ED 348 645

An Existential Description of Reading Methods and Materials in the Content Areas.

ED 348 666

**Content Area Writing**

Creating a Literate Environment for Learning Social Studies Content.

ED 348 645

**Context Effect**

The Changing Atmosphere for Research among Graduate Students.

ED 348 926

The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science.

ED 349 331

**Continuing Education**

Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).

ED 348 559

Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.

ED 348 524

FORCE Containing Vocational Training in Europe. Vademecum.

ED 348 468

Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.

ED 348 525

**Contract Course Aid**

Audit Report of Erie Community College. Report 92-S-46.

ED 349 038

**Contrastive Linguistics**

A Semantic Frame Work Reconstructed from Comparative Linguistics.

ED 348 839

**Conversation**

Beginning Social Skills. Facilitator's Skill Packets 8-15. Social Skills Training.

ED 348 565

**Cooking Instruction**

Food Production, Management, and Services. Baking. Teacher Edition. Second Edition.

ED 348 484

Food Production, Management, and Services. Production. Teacher Edition. Second Edition.

ED 348 486

**Cooks**

Food Production, Management, and Services. Production. Teacher Edition. Second Edition.

ED 348 486

**Cooperating Teachers**

Increasing Fidelity between Faculty and Field in Teacher Education-Reconceptualized Institutional Settings, Programs and Roles.

ED 349 284

Teacher Supervision That Works: A Guide for

University Supervisors.

ED 349 307//

**Cooperation**

Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?

ED 348 535

**Cooperative Education**

Cooperative Education: A Guide for Maine Cooperative Education Programs.

ED 348 553

**Cooperative Learning**

Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.

ED 349 064

Connections through Inclusion (Multicultural Writing Community of the Two Year College).

ED 348 691

The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations.

ED 349 098

Cooperative Learning and College Instruction: Effective Use of Student Learning Teams.

ED 348 920

Instruction in Teacher Education: A Descriptive Study of Cooperative Learning.

ED 349 297

**Cooperative Planning**

A Collaborative Venture in Preservice Education: Participant Practices and Learnings.

ED 349 269

Discoveries & Dialogues: The Making Thinking Visible Casebook.

ED 348 670

The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development.

ED 348 721

The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust.

ED 349 268

Partners in Learning: The Division of Education and Elementary School Connection.

ED 349 272

Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach.

ED 349 270

**Cooperative Programs**

Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.

ED 348 499

Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program.

ED 348 916

Innovation and the Process of Change: A Case Study in Distance Education.

ED 348 967

Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report.

ED 349 144

Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.

ED 348 540

Partnerships in Literacy: A Guide for Community Organization and Program Development.

ED 348 561

**Coordination**

Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning.

ED 348 554

Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.

ED 349 129

RIE JAN 1993

## Subject Index

- Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.**  
ED 348 540
- Coping**  
Accepting the Challenge of Facing Your Issues and Empowering Yourself.  
ED 349 278  
Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.  
ED 348 625  
Personal Responsibility versus God's Will: Religious and Non-religious Attributions for the Death of a Friend.  
ED 348 582
- Copyrights**  
Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change.  
ED 348 984
- Core Curriculum**  
Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.  
ED 348 477  
Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.  
ED 348 479  
Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.  
ED 348 476  
Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.  
ED 348 478
- Cornell University NY**  
Developing a Strategic Plan for Library Space Needs through 2010.  
ED 349 024
- Corporate Education**  
Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.  
ED 348 524  
Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women.  
ED 348 507  
Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.  
ED 348 526
- Corporate Support**  
New American Schools and the New World Order.  
ED 348 715
- Correctional Education**  
Basic Education in Prisons: Interim Report.  
ED 348 495
- Correctional Rehabilitation**  
Basic Education in Prisons: Interim Report.  
ED 348 495
- Correlation**  
The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model.  
ED 349 315
- Cost Effectiveness**  
Assessing Inefficiencies in Illinois School Districts.  
ED 348 764  
Estimating the Costs of Providing Early Intervention and Preschool Special Education Services.  
ED 348 783  
National Education Goals: Can We Afford Them?  
ED 348 734
- Cost Estimates**  
National Education Goals: Can We Afford Them?  
ED 348 734
- Costs**  
Estimating the Costs of Providing Early Intervention and Preschool Special Education Services.  
ED 348 783

- Counseling**  
Challenges of Cultural and Racial Diversity to Counseling: Volume 2. Latin America and the United States. Mexico City Conference Proceedings (June 1990).  
ED 348 640  
A Counseling Psychologist in the USSR as a Fulbright Scholar.  
ED 348 638  
Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3.  
ED 348 608
- Counseling Effectiveness**  
School Psychologists' Use of Time: Interventions and Effectiveness.  
ED 348 605
- Counseling Objectives**  
Dissociative Reactions to Incest.  
ED 348 606
- Counseling Psychology**  
The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks.  
ED 348 584  
Counseling Psychologists' Attitudes and Knowledge about Alcoholism.  
ED 348 589
- Counseling Services**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.  
ED 348 631
- Counseling Techniques**  
Case Management in Maryland's Tomorrow.  
ED 348 534  
Counseling Dual Career Families: Heterosexual and Lesbian Perspectives.  
ED 348 601  
Dissociative Reactions to Incest.  
ED 348 606
- Counselor Attitudes**  
Counseling Psychologists' Attitudes and Knowledge about Alcoholism.  
ED 348 589
- Counselor Client Relationship**  
Client Use of Impression Management in Counseling.  
ED 348 588  
Interpretations and Explanations in Discourse: Modes of Advising in Family Planning.  
ED 348 845
- Counselor Evaluation**  
School Psychologists' Use of Time: Interventions and Effectiveness.  
ED 348 605
- Counselor Role**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.  
ED 348 627  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.  
ED 348 628  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.  
ED 348 629  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.  
ED 348 630  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.  
ED 348 631  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.  
ED 348 632  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Review of Literature.  
ED 348 626  
Interpretations and Explanations in Discourse:

- Court Litigation** 169
- Modes of Advising in Family Planning.  
ED 348 845
- Counselor Training**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.  
ED 348 627  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.  
ED 348 628  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.  
ED 348 629  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.  
ED 348 630  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.  
ED 348 631  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.  
ED 348 632  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Review of Literature.  
ED 348 626  
Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report.  
ED 349 303
- Counselors**  
Development and Yearning: Cognitive Aspects of Spiritual Development.  
ED 348 586  
Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3.  
ED 348 608
- Course Content**  
Advising in the Classroom: Teaching a Career Development Course.  
ED 348 585  
The Status of the Business and Professional Communication Course.  
ED 348 705
- Course Descriptions**  
Junior High Environmental and Outdoor Education: Teacher  
ED 349 161  
Performance-Based Education Project: A Component of the Institutional Outcomes Model. Course Prototype. U.S. History 121 (HIS121).  
ED 349 211
- Course Integrated Library Instruction**  
Learning Outcomes in Library Media Skills.  
ED 349 005
- Course Objectives**  
Guidelines for Teaching Calculus.  
ED 349 179
- Course Organization**  
Junior High Environmental and Outdoor Education: Teacher  
ED 349 161  
The Status of the Business and Professional Communication Course.  
ED 348 705
- Courses**  
An Evaluation of a College Orientation Course.  
ED 349 056  
Grade Inflation and Student Ratings: A Closer Look.  
ED 349 318  
Student Success and Instructor Pass Rates.  
ED 349 077
- Courseware**  
Developing English CBI Programs at Doshisha University.  
ED 348 876  
Utilizing Technology: A Decision To Enhance Instruction.  
ED 348 974
- Court Litigation**

- Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11.  
ED 348 728
- Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives.  
ED 348 669
- Court Role**  
Assault on Liberty: The Record of the Reagan-Bush Courts.  
ED 349 250
- Creative Art**  
Meaning-Making through Writing and Art Collaboration.  
ED 349 057
- Creative Writing**  
Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.  
ED 348 694//
- Creativity**  
Exploratory Problems in Mathematics.  
ED 349 169
- Credibility**  
Do Children Believe in Their Own Believability?  
ED 349 079
- Credit (Finance)**  
Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.  
ED 348 829
- Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.  
ED 348 835
- Credit Courses**  
Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology.  
ED 348 992
- Creoles**  
"Dem Wod Mo Sa": Materials for Reading Creole English.  
ED 348 658
- Crime**  
White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1.  
ED 349 193
- Critical Thinking**  
At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.  
ED 349 365
- Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders.  
ED 348 659
- Problem Solving and Critical Thinking for Computer Science Educators.  
ED 348 971
- Cross Age Teaching**  
Enhancing Self-esteem of At-risk High School Students.  
ED 348 593
- Cross Cultural Studies**  
Contrasting Urban Lifestyles in Brazil: A Precollegiate Curriculum Unit: Grades Six-Twelve.  
ED 349 228
- Cultural Anxiety of Chinese and U.S. Students.  
ED 348 924
- Heelotia: A Cross Cultural Simulation Game. Recommended for Grade 5 to Adult.  
ED 349 238
- Cross Cultural Training**  
Diversity in Teacher Education: New Expectations.  
ED 349 312//
- Cubans**  
Ethnographic Case Study of a Hispanic ESL Student.  
ED 349 355
- Cues**  
An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.  
ED 349 336

**Cultural Activities**

- Demystifying the Chinese Language. Revised.  
ED 349 229

**Cultural Awareness**

- Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom.  
ED 348 856
- Cinderella. The Oryx Multicultural Folklore Series.  
ED 348 687//
- Classroom Activities: Increase the Challenge.  
ED 348 853
- A Conceptual Framework for Intercultural/International Communication.  
ED 348 887
- Connections through Inclusion (Multicultural Writing Community of the Two Year College).  
ED 348 691
- Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference.  
ED 349 062
- Integrating the International/Intercultural Dimension in the Community College.  
ED 349 061
- Laying a Foundation for Russian for Business and Economics.  
ED 348 885
- Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence.  
ED 348 882
- Teaching Culture through Advertising.  
ED 348 870
- Teaching Models and Language Materials in Spanish for the Education of Health Care Providers.  
ED 348 881
- Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition.  
ED 348 879

**Cultural Centers**

- Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.  
ED 349 213

**Cultural Context**

- BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.  
ED 349 160
- A Conceptual Framework for Intercultural/International Communication.  
ED 348 887
- "Declassicizing" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance.  
ED 348 695
- Ethnographic Case Study of a Hispanic ESL Student.  
ED 349 355

**Cultural Differences**

- Challenges of Volume and Racial Diversity to Counseling: Volume 2. Latin America and the United States. Mexico City Conference Proceedings (June 1990).  
ED 348 640
- Cinderella. The Oryx Multicultural Folklore Series.  
ED 348 687//
- In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training.  
ED 348 702
- Traditional Chinese Celebrations: Continuity and Change in Taiwan.  
ED 349 244

**Cultural Education**

- Contrasting Urban Lifestyles in Brazil: A Precollegiate Curriculum Unit: Grades Six-Twelve.  
ED 349 228
- Journey to China: Activities for Elementary Students.  
ED 349 230
- Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.  
ED 349 213
- Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama.  
ED 348 867
- [Visiting the Amana Colonies.]

ED 349 215

**Cultural Enrichment**

- Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.  
ED 349 213

**Cultural Influences**

- Anthropocentrism, Schools, and Environment.  
ED 349 241
- Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.  
ED 349 221

**Cultural Opportunities**

- Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.  
ED 349 213

**Cultural Pluralism**

- Multicultural Education for the 21st Century. NEA School Restructuring Series.  
ED 349 370
- Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes.  
ED 349 069
- The Social Psychology of Immigration: The Greek-American Experience.  
ED 349 201

**Cultural Preservation**

- Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991).  
ED 349 131

**Culture Contact**

- Adventures in the Alaska Economy.  
ED 349 132//
- Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.  
ED 349 221

**Curriculum Design**

- Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90.  
ED 348 850
- Integration of Vocational and Academic Education: Theory and Practice.  
ED 348 491
- Junior High Environmental and Outdoor Education: Teacher  
ED 349 161
- Language Training Reference Manual. Training Manual T0056.  
ED 348 880
- Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.  
ED 349 194
- When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers.  
ED 348 711

**Curriculum Development**

- Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.  
ED 349 357
- Crossroads: Integrated Models for Teaching Ethics and Spirituality.  
ED 349 243
- The DBAE Handbook: An Overview of Discipline-Based Art Education.  
ED 349 253
- Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School.  
ED 348 980
- Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program.  
ED 348 916
- Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations  
ED 349 215

RIE JAN 1993



## Subject Index

- tions. Teaching Resource Bulletin No. 3.  
ED 349 192  
Ethical Education in American Public Schools.  
Reference & Resource Series.  
ED 349 256  
Integrating Curriculum and Assessment: A Work-  
shop Guide.  
ED 349 317  
Internationalizing Undergraduate Education:  
Highlights of a Systemwide Invitational Confer-  
ence. (Long Beach, CA, November 19-21, 1986).  
ED 348 922  
The "International Language/Business" Major at  
a Small Private University: Successes and Nag-  
ging Concerns.  
ED 348 873  
NEEDS (The National Engineering Education  
Delivery System): If We Build It (According to  
Standards) They Will Come!  
ED 349 020  
A Network for Integrated Science and Mathemat-  
ics Teaching and Learning. NCSTL Monograph  
Series, #2.  
ED 349 167  
The Place of Didactics in Curriculum in Scandina-  
via.  
ED 349 259  
Planning and Integrating Basic Skills into Vocational  
Teacher and Counselor Education Curricula. Final Technical Report.  
ED 349 303  
The Right Stuff: Developmentally Appropriate  
Physical Education for Early Childhood Preschool  
through Grade Two for All Children.  
ED 348 784  
Teachers' Reports on Implementing Developmentally  
Appropriate Practice.  
ED 349 296  
When School Restructuring Meets Systemic Cur-  
riculum Reform. Brief to Policymakers.  
ED 348 711  
Where Are the Fathers in Family Literacy? Final  
Report. Project #98-1032.  
ED 348 474  
Wichita High School West: Multicultural Educa-  
tion Plan 1991-92.  
ED 349 356
- Curriculum Enrichment**  
Business Education in the Secondary School: A  
CTC Response. Number 4.  
ED 348 558  
Effective Relationships for School/College Part-  
nerships, 1984-87, and Achieving Academic Ex-  
cellence through School/College Partnerships,  
1987-90. Qualitative Evaluations of the Curricu-  
lum Enhancement Projects Participating in the  
California Academic Partnership Program.  
ED 348 916
- Curriculum Evaluation**  
Alternative Procedures for Integrating Multidi-  
mensional Evaluations of Schools: An Experi-  
mental Comparison.  
ED 349 321
- Curriculum Guides**  
Adaptation Scolaire: Bibliographie annotee  
(Scholastic Adaptation: Annotated Bibliography).  
ED 348 776  
Wetlands & Wildlife: Alaska Wildlife Curriculum  
Junior & Senior High Teacher's Guide 7-12.  
ED 349 141  
When School Restructuring Meets Systemic Cur-  
riculum Reform. Brief to Policymakers.  
ED 348 711
- Custodian Training**  
The Design of Management Practices To Improve  
the Physical Plant Maintenance of Southwest  
Texas Junior College.  
ED 349 076
- Cuyahoga Community College OH**  
Accessing the Senior Citizen Student.  
ED 349 067
- Daily Living Skills**  
A National Evaluation of Title IV-E Foster Care  
Independent Living Programs for Youth. Phase 2  
Final Report. Volumes 1 and 2.  
ED 348 599  
Personal Skills. Facilitator's Skill Packets 1-7. Social  
Skills Training.  
ED 348 564  
Social Skills Program Team Manuals.

- Dance**  
Research in Dance IV: 1900-1990.  
ED 349 287
- Data Collection**  
American Indian Education in the Chicago Public  
Schools: A Review and Analysis of Relevant Data  
and Issues.  
ED 349 148  
Including Students with Disabilities in National  
and State Data Collection Programs. Brief Report  
1.  
ED 348 819  
Increasing the Effectiveness of In-Home Behavior  
Intervention.  
ED 348 788  
Increasing the High School Graduation Rate: Na-  
tional Education Goal 2 and Students with Dis-  
abilities. Brief Report 3.  
ED 348 821  
National Education Longitudinal Study of 1988.  
First Follow-Up: School Component Data File  
User's Manual.  
ED 349 340  
NCES Statistical Standards.  
ED 349 343  
Output Measures for Public Library Service to  
Children. A Manual of Standardized Procedures.  
ED 348 991  
State Special Education Outcomes 1991: A Re-  
port on State Activities in the Assessment of Edu-  
cational Outcomes for Students with Disabilities.  
ED 348 805
- Data Files**  
National Education Longitudinal Study of 1988.  
First Follow-Up: School Component Data File  
User's Manual.  
ED 349 340
- Data Interpretation**  
A New Strategic Direction for the AAHSLE An-  
nual Statistics: Planning, Service Roles, Perfor-  
mance Measures, and Management Information  
Systems for Academic Health Science Libraries:  
Final Report for Phase I.  
ED 348 994
- Databases**  
Bilingual Education: A Resource Guide for Edu-  
cators and Administrators.  
ED 348 863  
NLS-72-Postsecondary Education Transcript  
Files. Data User's Manual for Revised Transcript,  
Term, and Course Files. Supplementary Adden-  
dum.  
ED 349 341  
Research in Dance IV: 1900-1990.  
ED 349 287
- Day Care**  
An Annotated Bibliography of Training Re-  
sources and Materials: Tools for the Child Care  
Workforce.  
ED 349 119  
Consumers and Child Care: An Annotated Bibli-  
ography. Annotated Bibliography III.  
ED 349 111  
Guidelines for the Productive Employment of  
Older Adults in Child Care.  
ED 349 099  
Measuring Child Care Quality.  
ED 349 092  
Remarks of Jo Anne B. Barnhart, Assistant Sec-  
retary, Administration for Children and Families,  
U.S. Department of Health and Human Services  
before the National Association of Child Care Re-  
source and Referral Agencies (Washington, D.C.,  
February 20, 1992).  
ED 349 094
- Day Care Selection**  
Consumers and Child Care: An Annotated Bibli-  
ography. Annotated Bibliography III.  
ED 349 111
- Deafness**  
Hearing on the Reauthorization of the Education  
of the Deaf Act. Hearing before the Subcommit-  
tee on Select Education of the Committee on Edu-  
cation and Labor, House of Representatives,  
One Hundred Second Congress, Second Session.  
ED 348 818
- Death**  
Personal Responsibility versus God's Will: Reli-

## Demonstration Programs

171

- gious and Non-religious Attributions for the  
Death of a Friend.  
ED 348 582
- Debate Tournaments**  
Storytelling: The Original Narrative.  
ED 348 697
- Deception**  
"Do You Hear What I Hear?": Deception Detec-  
tion by the Blind.  
ED 348 785
- Decision Making**  
A Decision-Making Analysis of Fund Raising Op-  
tions in a Public Community College.  
ED 349 065  
Handbook for Ethical Policy Making.  
ED 348 810  
Project Real World: Economic Living Skills for  
High School Students. Module II, Your Economic  
Decisions and You.  
ED 348 470
- Decision Making Skills**  
The Manifestation of Classroom Experience in  
the Problem Solving of Teachers.  
ED 349 299
- Definitions**  
California Programs and Services for Students  
with Serious Emotional Disturbances.  
ED 348 802
- Degree Requirements**  
The C&G Technological Baccalaureate.  
ED 348 556
- Delinquency**  
Juvenile Delinquency: A Study of Massachusetts  
Juvenile Probationers.  
ED 348 594  
Juvenile Justice and Delinquency Prevention  
Amendments of 1992. Report To Accompany  
H.R. 5194. Including Cost Estimate of the Con-  
gressional Budget Office. House of Representa-  
tives, 102d Congress, 2d Session.  
ED 348 612
- Delinquent Rehabilitation**  
Juvenile Delinquency: A Study of Massachusetts  
Juvenile Probationers.  
ED 348 594
- Delivery Systems**  
Alberta Literacy Inventory Report.  
ED 348 520  
Developing and Managing a Multi-Modal Dis-  
tance Learning Program in the Two-Year College.  
ED 349 068  
Family Empowerment.  
ED 348 793  
Medically Fragile Children: Report from State  
Committee on Medically Fragile Child Referent  
Group.  
ED 348 816  
State Plan for Autism and Pervasive Develop-  
mental Disorders.  
ED 348 799
- Democracy**  
Nebraska Information Partnerships, A Report to  
Nebraskans. Nebraska Conference on Library  
and Information Services (Omaha, Nebraska,  
February 24-26, 1991).  
ED 349 028
- Demography**  
Population: A Lively Introduction.  
ED 349 199
- Demonstration Programs**  
The Analysis of the Impact of California Educa-  
tional Technology Regional and Local Assistance  
Programs. Summary Report.  
ED 348 951  
Dropout Prevention in Vocational Education:  
Findings from the First Two Years of the Demon-  
stration.  
ED 348 560  
Enhancing Skills for a Competitive World. Report  
of the Action Team on Lifelong Learning.  
ED 348 554  
Exemplary Programs Serving Special Popu-  
lations. Volume 1.  
ED 348 571  
Ideas for Teacher Collaboration. What Happens  
When Teachers Collaborate?  
ED 348 535

Minnesota's Teacher Mentorship Program: Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.

ED 349 273

Strategies for School-Age Child Care in Texas.

ED 349 082

Technical and Adult Education Review.

ED 348 543

Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals.

ED 348 775

#### Department Heads

CSU Faculty Workload Study. Final Report.

ED 348 917

#### Desegregation Plans

Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991.

ED 349 173

#### Design Requirements

Planning the Library Media Center Facility for the 1990s and Beyond.

ED 349 010

#### Developing Nations

Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.

ED 348 724

Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6.

ED 348 952

Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised.

ED 349 236

Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172.

ED 348 761

Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised.

ED 349 227

Without Women No Development: Selected Case Studies from Asia of Non-Formal Education for Women.

ED 349 196

#### Developmental Curriculum

Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.

ED 348 680

#### Developmental Disabilities

Family Empowerment.

ED 348 793

Increasing the Effectiveness of In-Home Behavior Intervention.

ED 348 788

Pediatric HIV Infection and Developmental Disabilities.

ED 348 789

State Plan for Autism and Pervasive Developmental Disorders.

ED 348 799

#### Developmental Psychology

The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.

ED 349 242

#### Developmental Stages

The Individual is the Community: The Community is the World: Native Elders Talk about What Young People Need To Know.

ED 349 151

#### Developmental Studies Programs

Assessing the Outcomes of Developmental Courses at Johnson County Community College.

ED 349 052

Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.

ED 349 049

#### Developmentally Appropriate Programs

Changing Kindergartens: Four Success Stories.

ED 349 083

The Development and Use of a Scale To Assess Developmentally Appropriate Primary Class-

room Practices.

ED 349 110

Teachers' Reports on Implementing Developmentally Appropriate Practice.

ED 349 296

#### Diachronic Linguistics

A Semantic Frame Work Reconstructed from Comparative Linguistics.

ED 348 839

#### Diagnostic Tests

Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.

ED 348 575

Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports.

ED 349 322//

#### Dialectical Reasoning

The Discourse of Pedagogy and the Possibility of Social Change.

ED 349 283

#### Dialog Journals

Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community.

ED 348 928

#### Didactic Teaching

The Place of Didactics in Curriculum in Scandinavia.

ED 349 259

#### Dietetics

Northern Nutrition.

ED 349 130

#### Difficulty Level

An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.

ED 349 336

Grading and Professionalism in ELT.

ED 348 841

Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results.

ED 349 319

#### Dilemma Discussion Approach

Restructuring Schools: New Tensions and Dilemmas for Teachers.

ED 349 300

#### Dining Facilities

Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition.

ED 348 485

#### Directories

Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report.

ED 348 852

#### Disabilities

Adaptation Scolaire: Bibliographie annotée (Scholastic Adaptation: Annotated Bibliography).

ED 348 776

Americans with Disabilities Act.

ED 348 809

Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.

ED 348 829

Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5.

ED 348 823

The California Strategic Plan for Special Education: Ours for Tomorrow.

ED 348 801

Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study.

ED 348 831

The Effectiveness of Special Education in Developing Life Skills of Students.

ED 348 798

The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting.

Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5.

ED 349 337

Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.

ED 348 828

Estimating the Costs of Providing Early Intervention and Preschool Special Education Services.

ED 348 783

Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.

ED 348 781

Handbook for Ethical Policy Making.

ED 348 810

Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4.

ED 348 822

Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1.

ED 348 819

Inclusion.

ED 348 806

Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study.

ED 348 832

The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress.

ED 348 808

Increasing the High School Graduation Rate: National Education Goal 2 and Students with Disabilities. Brief Report 3.

ED 348 821

Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study.

ED 348 833

Parent Resource Directory. Fourth Edition.

ED 348 814

Payment for Assistive Devices by the Veterans Administration.

ED 348 834

Preschool Children with Disabilities in Sweden.

ED 348 797

[Professions in Special Education: Suggested Readings].

ED 348 807

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.

ED 348 825

Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6.

ED 348 824

Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.

ED 348 835

The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children.

ED 348 784

Segregation Statistics: English LEAS, 1988-91.

ED 348 826

Setting Your Course in ECI. A Rights Handbook for Families with Children in the Texas Early Childhood Education Program.

ED 348 778

Special Education and the Michigan Educational Assessment Program (MEAP).

ED 348 779

Special Education Learning Materials Centers (SELMC).

ED 348 780

Special Education Teacher Certification Trends: A National Survey.

ED 348 786

Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2.

ED 348 820

RIE JAN 1993

## Subject Index

State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids.

ED 348 836

State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities.

ED 348 805

Status of States' Progress in Implementing Part H of IDEA: Report #4.

ED 348 811

A Study of Public School Medical Assistance Pilot Program: Article 82.

ED 348 817

Subsidy Programs for Assistive Devices.

ED 348 837

Surrogate Parents in California Special Education: An Overview.

ED 348 803

Surrogate Parents in California Special Education: A Resource Notebook.

ED 348 804

Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children.

ED 349 116

Transition Services: Developing and Implementing IEPs for Life after School.

ED 348 812

Transportation. The Neglected Related Service.

ED 348 782

Using Instructional Technology with Homebound Students.

ED 348 792

### Disadvantaged

Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.

ED 348 539

### Disadvantaged Youth

Cause for Alarm: The Condition of Black and Latino Males in New York City.

ED 349 358

The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment.

ED 349 189

Integrating Social Learning Theory with Educating the Deprived.

ED 349 260

Mentoring Programs for Urban Youth: Handle With Care.

ED 349 368

Risk and Protective Factors and Achievement of Children At Risk.

ED 349 363

### Discipline

Behavior Management for Young Children.

ED 349 108

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.

ED 348 825

### Discipline Based Art Education

The DBAE Handbook: An Overview of Discipline-Based Art Education.

ED 349 253

### Discipline Problems

Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations.

ED 349 292

### Discourse Analysis

The A.I.D.A. Plan and the Writing of Sales Letters.

ED 348 886

Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm.

ED 348 862

The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft.

ED 348 769

### Discourse Modes

The Discourse of Pedagogy and the Possibility of Social Change.

ED 349 283

### Discovery Learning

Exploratory Problems in Mathematics.

ED 349 169

### Discrete Mathematics

Exploratory Problems in Mathematics.

ED 349 169

### Discussion (Teaching Technique)

Rating Instructional Conversations: A Guide. Educational Practice Report: 4.

ED 348 888

### Diseases

Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).

ED 349 121

### Displaced Homemakers

Project GROW. Final Project Report, January 1989 to June 30, 1989.

ED 348 467

### Dissociation

Dissociative Reactions to Incest.

ED 348 606

### Distance Education

Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance apprise: Un rapport de quatre ateliers sur la formation a distance tenus en fevrieur 1991.

ED 349 149

Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6.

ED 348 952

Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991).

ED 348 979

Colorado Distance Learning Resources: Instructional and Staff Development Programming Available to Colorado School Districts. 1992-93 School Year.

ED 348 941

The Commonwealth of Learning: A Compendium of Activities.

ED 348 933

The Commonwealth of Learning: A Year of Consolidation. Annual Report 1990.

ED 348 934

Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College.

ED 349 068

Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.

ED 348 978

Distance Education Resource Directory for Northwest Schools.

ED 348 937

Distance Learning: A Study of Computer Modem Students.

ED 348 982

Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs.

ED 348 942

Innovation and the Process of Change: A Case Study in Distance Education.

ED 348 967

Intercampus Interactive Telecommunications System: IITS User's Guide.

ED 348 944

The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase 1: August 1990-August 1991. Final Report: September 1991.

ED 348 988

North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education.

ED 348 945

Occasional Papers in Distance Education: Number 12, Charles Sturt University.

ED 348 986

The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.

ED 348 938

The Role of Media Technology within the Proposed Open University of Tanzania.

ED 348 958

Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut.

ED 348 973

## Dropout Rate

173

Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education.

ED 348 947

### Diversity (Student)

Diversity in Teacher Education: New Expectations.

ED 349 312//

### Diversity Concept

Integrating the International/Intercultural Dimension in the Community College.

ED 349 061

### Divorce

Family Functions and Children's Post-Divorce Adjustment.

ED 348 611

### Doctoral Dissertations

Research in Dance IV: 1900-1990.

ED 349 287

### Doctoral Programs

The Stages of the Doctoral Career: Socialization and Its Consequences.

ED 348 925

### Documentation

National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.

ED 349 340

### Doshisha University (Japan)

Developing English CBI Programs at Doshisha University.

ED 348 876

### Drama

The Arizona State University K-6 Drama Theatre Curriculum Guide.

ED 349 208

### Drama in Education

Drama Curriculum Guide K-6. North Dakota Arts Curriculum Project.

ED 348 700

Drama Curriculum Guide 7-12. North Dakota Arts Curriculum Project.

ED 348 701

### Dress Codes

Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27.

ED 348 760

### Drinking

Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.

ED 349 127

Problems from Alcohol Use in Two Hispanic Youth Populations.

ED 349 282

### Dropout Prevention

Case Management in Maryland's Tomorrow.

ED 348 534

Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness.

ED 348 733

Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.

ED 348 560

Meeting Individual Needs Fosters Retention.

ED 349 070

Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services.

ED 349 347

Planning/Evaluation Report for 1990-91: New Horizons Program.

ED 349 090

Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report.

ED 348 622

### Dropout Rate

American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues.

ED 349 148

Increasing the High School Graduation Rate: Na-



tional Education Goal 2 and Students with Disabilities. Brief Report 3.

ED 348 821

**Dropouts**

Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).

ED 348 559

**Drug Abuse**

Developing Effective Drug Education Programs. Fastback 332.

ED 348 620

Drug Abuse and Drug Abuse Research. The Third Triennial Report to Congress from the Secretary, Department of Health and Human Services.

ED 348 604

Kids & Drugs: A Handbook for Parents and Professionals. Second Edition.

ED 348 613

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.

ED 348 825

Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure.

ED 348 800

**Drug Education**

Developing Effective Drug Education Programs. Fastback 332.

ED 348 620

Kids & Drugs: A Handbook for Parents and Professionals. Second Edition.

ED 348 613

Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.

ED 349 127

**Drug Use**

Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.

ED 349 127

**Dual Career Family**

Counseling Dual Career Families: Heterosexual and Lesbian Perspectives.

ED 348 601

**Due Process**

Setting Your Course in ECI. A Rights Handbook for Families with Children in the Texas Early Childhood Education Program.

ED 348 778

**Early Childhood Education**

Career Development Systems in Early Care and Education: A Planning Approach.

ED 349 113

Career Progression in Early Care and Education: A Discussion Paper.

ED 349 112

Latino Families and the Schools.

ED 349 134

**Early Intervention**

At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.

ED 349 102

Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education.

ED 349 081

Estimating the Costs of Providing Early Intervention and Preschool Special Education Services.

ED 348 783

Handbook for Ethical Policy Making.

ED 348 810

Relationships between a Prekindergarten Intervention Program and School Success.

ED 349 104

Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure.

ED 348 800

Setting Your Course in ECI. A Rights Handbook for Families with Children in the Texas Early Childhood Education Program.

ED 348 778

Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief

Report 2.

ED 348 820

**Early Parenthood**

Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version.

ED 349 353

**Early Prevention of School Failure**

Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report.

ED 349 087

**Eastern Illinois University**

Teacher Education Faculty and Computer Competency.

ED 349 290

**Eating Habits**

Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents.

ED 349 120

Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women.

ED 348 639

**Ecology**

Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3.

ED 349 140

**Economic Development**

The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.

ED 348 542

"Information, Information Everywhere and Not..."

ED 349 026

Linking Investment in Education to Economic Growth.

ED 348 730

Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990).

ED 348 998

Vocational Training in the Tourist Industry.

ED 348 511

What Is the Role of the Public Library?

ED 349 029

**Economic Factors**

Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991).

ED 349 019

Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).

ED 349 121

Creativity in Crisis.

ED 349 150

**Economic Impact**

Evolving Knowledge Resource Access Systems.

ED 349 000

**Economically Disadvantaged**

The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives.

ED 348 552

The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration.

ED 349 348

Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version.

ED 349 353

**Economics**

Laying a Foundation for Russian for Business and Economics.

ED 348 885

**Economics Education**

Adventures in the Alaska Economy.

ED 349 132//

Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised.

Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students.

ED 349 233

Project Real World: Economic Living Skills for High School Students. Module 1, The Canadian Marketplace and You.

ED 348 469

Scarcity and Survival in El Salvador. Grades Six to Twelve.

ED 349 234

Social Studies: Secondary Course of Study.

ED 349 207

U.S.-Mexico: Economic Interdependence. A Precollegiate Curriculum Unit: Grades Nine through Twelve.

ED 349 231

**Education Consolidation Improvement Act****Chapter 1**

Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports.

ED 348 939

Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.

ED 348 978

Evaluation of Chapter 1 in Arkansas, 1989-90.

ED 348 741

Relationships between a Prekindergarten Intervention Program and School Success.

ED 349 104

**Education Courses**

Types of Instructional Strategies Modeled in Urban Teacher Education Courses.

ED 349 371

**Education of the Deaf Act 1985**

Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session.

ED 348 818

**Education Service Centers**

A Handbook for Resource Centre Standards and Services.

ED 348 975

**Education Work Relationship**

Business Education in the Secondary School: A CTC Response. Number 4.

ED 348 558

Developing Workplace Literacy Programs.

ED 348 578

Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.

ED 348 579

Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92.

ED 349 074

The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.

ED 348 542

A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program.

ED 348 580

Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.

ED 349 128

Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.

ED 348 512

Strands of Opportunity, Webs of Hope: Weaving a Seamless Education System for Workplace Needs. 1991 Annual Report.

ED 348 498

Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals.

ED 348 775

**Education 2000 (Global Education)**

Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.

ED 349 137

RIE JAN 1993

**Educational Administration**

Computer Assisted School Automation (CASA) in Japan.

ED 348 977

Practices of Effective CEO's: A Preliminary Discussion.

ED 348 713

Using School-Site, Contextual Research: Contributions to a New EA Paradigm.

ED 348 765

**Educational Assessment**

Assessing Inefficiencies in Illinois School Districts.

ED 348 764

A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality.

ED 348 732

Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990.

ED 348 735

The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).

ED 348 576

The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.

ED 348 577

Educational Reform in an Era of Disinformation.

ED 348 710

Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.

ED 348 720

The Effectiveness of Special Education in Developing Life Skills of Students.

ED 348 798

From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988).

ED 348 919

Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices.

ED 348 774

Integrating Curriculum and Assessment: A Workshop Guide.

ED 349 317

Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals.

ED 348 722

National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.

ED 349 340

NCES Statistical Standards.

ED 349 343

Portfolio Assessment: Implementation and Use at an Elementary Level.

ED 349 330

Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991.

ED 349 324

Special Education and the Michigan Educational Assessment Program (MEAP).

ED 348 779

State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities.

ED 348 805

What's Happening with Educational Assessment?

ED 349 342

**Educational Attainment**

Education and Labour Market in the OECD-CERI Educational Indicators Project.

ED 348 731

Linking Investment in Education to Economic Growth.

ED 348 730

School Size Effects on Educational Attainment and Ability.

ED 348 743

**Educational Attitudes**

GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate of the Congressional Budget Office.]

RIE JAN 1993

How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study.

ED 348 536

Perceptions of Johnson County Community College by Residents of Johnson County. [Revised.]

ED 348 532

ED 349 051

**Educational Benefits**

Career Magnets: Interviews with Students and Staff.

ED 348 531

Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.

ED 348 524

**Educational Change**

Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.

ED 348 724

Changing Kindergartens: Four Success Stories.

ED 349 083

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.

ED 348 632

Electronic Communities of Learners: Fact or Fiction.

ED 348 990

An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program.

ED 348 749

How To Untrack Your School.

ED 348 752

Integrating the International/Intercultural Dimension in the Community College.

ED 349 061

Integration of Vocational and Academic Education: Theory and Practice.

ED 348 491

Leadership for School Quality—Personal Challenge, the Missing Factor.

ED 348 772

Leadership from the Classroom: Women Teachers as a Key to School Reform.

ED 348 771

On the Road to a New School.

ED 349 186

Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers.

ED 349 274

School Change Models and Processes: A Review of Research and Practice.

ED 348 758

School Restructuring and the Gap between Policy and Practice.

ED 348 753

Technology: Its Use in Education. A National Perspective. and Online Rights.

ED 348 959

What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992).

ED 348 755

When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers.

ED 348 711

**Educational Cooperation**

Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989).

ED 348 518

Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.

ED 349 137

The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration.

ED 349 348

Linking School Level Innovations with an Urban School District's Central Office.

ED 349 351

The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development.

Educational Counseling  
Planning/Evaluation Report for 1990-91: New Horizons Program.

ED 349 090

**Educational Development**

Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6.

ED 348 952

Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.

ED 348 720

New American Schools and the New World Order.

ED 348 715

On the Road to a New School.

ED 349 186

**Educational Diagnosis**

Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.

ED 348 575

**Educational Discrimination**

Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender.

ED 348 712

Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women.

ED 348 507

Females in Vocational Education: Reflections of the Labor Market.

ED 348 547

Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.

ED 348 544

It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools.

ED 348 545

A Perspective on the Continuing Struggle for Equity.

ED 349 359

**Educational Economics**

Assessing Inefficiencies in Illinois School Districts.

ED 348 764

Linking Investment in Education to Economic Growth.

ED 348 730

National Education Goals: Can We Afford Them?

ED 348 734

**Educational Environment**

Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).

ED 349 121

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.

ED 348 825

Report of Organizational MPPCA Climate Survey. Institutional Research Memo 15.

ED 349 050

**Educational Equity (Finance)**

Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11.

ED 348 728

**Educational Experience**

Latino Families and the Schools.

ED 349 134

**Educational Facilities**

The Muse as Educator.

ED 349 226

**Educational Facilities Design**

A Primer on Cabling Design and Implementation: Considerations for Decision-Makers.

ED 348 970

**Educational Finance**

Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.

- ED 348 524  
Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.
- ED 348 720  
Linking Investment in Education to Economic Growth.
- ED 348 730  
National Education Goals: Can We Afford Them?
- ED 348 734  
Perspectives on the Community College: Essays.
- ED 349 041  
Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11.
- ED 348 728  
United States Catholic Elementary Schools & Their Finances, 1991.
- ED 348 737

### Educational History

- American Education in Fluxion and the Possibility of a Teaching Profession.
- ED 349 252  
Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition.
- ED 348 685  
On the Road to a New School.
- ED 349 186

### Educational Improvement

- Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.
- ED 348 499  
A Consolidation Success Story.
- ED 349 136  
Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990.
- ED 348 735  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform.
- ED 348 750  
Improvement Efforts for Low-Performing Schools.
- ED 348 757  
Indiana 2000: Indiana Progress Report, National Education Goals.
- ED 348 736  
A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988).
- ED 348 740

### Educational Innovation

- Creativity in Crisis.
- ED 349 150  
Exemplary Programs Serving Special Populations. Volume 1.
- ED 348 571  
Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."
- ED 349 153  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records.
- ED 349 249  
Restructuring an Urban High School. Fastback 323.
- ED 349 366  
Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals.
- ED 348 775  
What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992).
- ED 348 755

### Educational Issues

- The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture.
- ED 348 707

### Educational Legislation

- An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.
- ED 349 033//  
Assessing Reauthorization: The Provisions of the Conference Report on S.1150.

- ED 348 904  
Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session.
- ED 348 818  
Status of States' Progress in Implementing Part H of IDEA: Report #4.
- ED 348 811

### Educational Media

- Free Classroom Resources: Conducting a Successful Search.
- ED 348 985  
Special Education Learning Materials Centers (SELMC).
- ED 348 780

### Educational Needs

- Basic Education Needs of Adults Who Are Hearing Impaired.
- ED 348 500  
Basic Education Needs of Visually Impaired Adults.
- ED 348 501  
Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance apprisee: Un rapport de quatre ateliers sur la formation a distance tenus en fevrier 1991.
- ED 349 149  
Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).
- ED 348 559  
Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.
- ED 348 527  
Training Needs of Family Child Care Providers: Seeking Alternatives.
- ED 349 091

### Educational Objectives

- Achieving Adult Literacy. Fastback 330.
- ED 348 516  
Adult Education: The Way to Lifelong Learning. Fastback 334.
- ED 348 517  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook.
- ED 349 266  
Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5.
- ED 348 823  
Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4.
- ED 348 822  
Indiana 2000: Indiana Progress Report, National Education Goals.
- ED 348 736  
Language and Literacy: Implications for Enhancing Reading Instruction.
- ED 348 653  
Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals.
- ED 348 722  
Models of Equitable Collaboration between University Researchers and School Teachers.
- ED 349 293  
National Education Goals: Can We Afford Them?
- ED 348 734  
Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.
- ED 349 213  
The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children.
- ED 348 784  
Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2.
- ED 348 820

### Educational Opportunities

- Improvement Efforts for Low-Performing Schools.
- ED 348 757  
Reconsidering Vocational Technical Education

for Black and Latino Youth.

ED 348 490

### Educational Philosophy

- Changing Kindergartens: Four Success Stories.
- ED 349 083  
The Discourse of Pedagogy and the Possibility of Social Change.
- ED 349 283  
The Place of Didactics in Curriculum in Scandinavia.
- ED 349 259

### Educational Planning

- Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6.
- ED 348 952  
The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992.
- ED 348 953  
Distance Education Resource Directory for Northwest Schools.
- ED 348 937  
Handbook for Technology Planning in Texas Public Schools.
- ED 348 957  
Linking Planning and Evaluation: Review and Synthesis of Literature.
- ED 348 572  
Policies and Practices To Meet the Needs of Older, Part-Time Students.
- ED 348 915  
The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.
- ED 349 339  
The Role of Media Technology within the Proposed Open University of Tanzania.
- ED 348 958  
Wichita High School West: Multicultural Education Plan 1991-92.
- ED 349 356

### Educational Policy

- Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.
- ED 348 724  
Alternative Teacher Certification. Policy Briefs No. 17.
- ED 349 311  
Bilingual Teachers' Voices.
- ED 348 878  
Career Progression in Early Care and Education: A Discussion Paper.
- ED 349 112  
Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education.
- ED 348 497  
Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session.
- ED 348 827  
Investigating in the Social Subjects. SCRE Project Report No. 34.
- ED 349 218  
Multicultural Education. A Policy for the 1990s = L'education multiculturelle. Une politique pour les annees 1990.
- ED 349 361  
Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining.
- ED 348 751  
On the Road to a New School.
- ED 349 186  
Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy.
- ED 349 115  
Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.
- ED 348 525  
Policies and Practices To Meet the Needs of Older, Part-Time Students.
- ED 348 915  
Status of States' Progress in Implementing Part H of IDEA: Report #4.



- ED 348 811  
Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.
- ED 348 526  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.
- ED 349 142  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.
- ED 349 143
- Educational Practices**  
Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.
- ED 349 125  
Changing Kindergartens: Four Success Stories.
- ED 349 083  
Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.
- ED 349 124  
Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.
- ED 349 123  
Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage.
- ED 349 122  
Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.
- ED 349 126  
The National Teaching & Learning Forum, Volume 1, 1991-92.
- ED 348 932  
On the Road to a New School.
- ED 349 186  
Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.
- ED 348 525  
Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.
- ED 349 128  
Segregation Statistics: English LEAS, 1988-91.
- ED 348 826  
Teachers' Reports on Implementing Developmentally Appropriate Practice.
- ED 349 296
- Educational Principles**  
Motivation in Education.
- ED 349 298
- Educational Quality**  
Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.
- ED 349 321  
Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990.
- ED 348 735  
Educational Reform in an Era of Disinformation.
- ED 348 710  
Indiana 2000: Indiana Progress Report, National Education Goals.
- ED 348 736  
Measuring Child Care Quality.
- ED 349 092  
Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals.
- ED 348 722  
Principles To Support Higher Order Learning in the Middle Grades.
- ED 348 738  
Quality in Education.
- ED 349 046
- Educational Research**  
The Adult Learner in Higher Education. A Resource and Planning Guide.
- ED 348 911  
Models of Equitable Collaboration between University Researchers and School Teachers.
- ED 349 293  
The Muse as Educator.
- ED 349 226
- Educational Resources**  
Biology for Schools. Selected Teaching Aids.
- ED 349 178  
Building Gender Fairness in Schools.
- ED 348 562  
The DBAE Handbook: An Overview of Discipline-Based Art Education.
- ED 349 253  
Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.
- ED 348 475  
Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."
- ED 349 153  
Junior High Environmental and Outdoor Education: Teacher
- ED 349 161  
Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership.
- ED 348 494  
Resources in Education (RIE). Volume 28, Number 1.
- ED 348 466  
Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2.
- ED 348 493
- Educational Sociology**  
American Education in Fluxion and the Possibility of a Teaching Profession.
- ED 349 252
- Educational Strategies**  
Junior High Environmental and Outdoor Education: Teacher
- ED 349 161
- Educational Technology**  
The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report.
- ED 348 951  
The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992.
- ED 348 953  
Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991).
- ED 348 979  
Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.
- ED 348 976  
Handbook for Technology Planning in Texas Public Schools.
- ED 348 957  
Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."
- ED 349 153  
Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA).
- ED 348 969  
Planning the Library Media Center Facility for the 1990s and Beyond.
- ED 349 010  
The Role of Media Technology within the Proposed Open University of Tanzania.
- ED 348 958  
Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.
- ED 348 949  
Technology: Its Use in Education. A National Perspective. and Online Rights.
- ED 348 959  
Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education.
- ED 348 947
- Educational Television**  
Colorado Distance Learning Resources: Instructional and Staff Development Programming Available to Colorado School Districts. 1992-93 School Year.
- ED 348 941  
Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.
- ED 348 976  
Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College.
- ED 349 068  
Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.
- ED 348 978  
Distance Education Resource Directory for Northwest Schools.
- ED 348 937  
Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs.
- ED 348 942  
The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.
- ED 348 938
- Educational Theories**  
Motivation in Education.
- ED 349 298  
The Professionalization of Teachers—The State of the Theoretical Art in Germany.
- ED 349 295  
School Restructuring and the Gap between Policy and Practice.
- ED 348 753
- Educational Trends**  
Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.
- ED 348 524  
The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture.
- ED 348 707  
New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System.
- ED 349 328  
Pupil Membership and Related Information, Fall 1991.
- ED 349 325  
Segregation Statistics: English LEAS, 1988-91.
- ED 348 826  
Snapshot '91: 1990-91 School District Profiles.
- ED 349 329  
Special Education Teacher Certification Trends: A National Survey.
- ED 348 786
- Educationally Disadvantaged**  
Evaluation of Chapter 1 in Arkansas, 1989-90.
- ED 348 741  
Improvement Efforts for Low-Performing Schools.
- ED 348 757  
Where Are the Fathers in Family Literacy? Final Report. Project #98-1032.
- ED 348 474
- Effective Schools Research**  
Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender.
- ED 348 712
- Efficiency**  
Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.
- ED 348 720
- El Salvador**  
Scarcity and Survival in El Salvador. Grades Six to Twelve.
- ED 349 234
- Elder Care**  
The Stride Rite Intergenerational Day Care Center: Background.
- ED 349 103
- Electronic Classrooms**  
Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.
- ED 348 949
- Electronic Equipment**  
Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.
- ED 348 949
- Electronic Mail**

- Desktop Video: Multi-Media on the NeXT Computer.**  
ED 348 964
- Distance Learning: A Study of Computer Modem Students.**  
ED 348 982
- Electronic Identities: The Strategic Use of Email for Impression Management.**  
ED 348 699
- An Experiment in Computer Ethics: Clustering Composition with Computer Applications.**  
ED 348 676
- Electronic Publishing**  
Desktop Video: Multi-Media on the NeXT Computer.  
ED 348 964
- Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change.**  
ED 348 984
- Electronic Text**  
Developing a Strategic Plan for Library Space Needs through 2010.  
ED 349 024
- Elementary Education**  
United States Catholic Elementary Schools & Their Finances, 1991.  
ED 348 737
- Elementary School Curriculum**  
Social Studies: Elementary Course of Study.  
ED 349 206
- Elementary School Mathematics**  
Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report.  
ED 349 163
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component.**  
ED 349 181
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component.**  
ED 349 182
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview.**  
ED 349 180
- Elementary School Science**  
BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.  
ED 349 160
- Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research.**  
ED 349 185
- Elementary School Students**  
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners.  
ED 349 117
- Community of Learners.**  
ED 349 210
- Computers and Conceptual Change.**  
ED 348 935
- Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report.**  
ED 349 087
- Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.**  
ED 348 625
- Journey to China: Activities for Elementary Students.**  
ED 349 230
- The Little Things Make a Big Difference: How To Help Your Children Succeed in School.**  
ED 349 100
- Metacognitive Strategies for Teaching Reading to Elementary Students.**  
ED 348 650
- The Power Hour of Homework Survey.**  
ED 349 345
- Elementary School Teachers**  
Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School.  
ED 348 980
- The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices.**  
ED 349 110
- Issues on Teacher Certification in Kentucky.**  
ED 349 109
- Elementary Secondary Education**  
Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy.  
ED 349 115
- Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals.**  
ED 348 775
- Eligibility**  
Audit Report of Borough of Manhattan Community College. Report 91-T-4.  
ED 349 037
- Audit Report of Rockland Community College. Report 89-T-7.**  
ED 349 034
- Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5.**  
ED 349 337
- Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide.**  
ED 348 929
- Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1.**  
ED 348 819
- Emergent Literacy**  
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development.  
ED 348 667
- Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program.**  
ED 348 660
- Emotional Disturbances**  
California Programs and Services for Students with Serious Emotional Disturbances.  
ED 348 802
- Emotional Response**  
Skills for Dealing with Feelings. Facilitator's Skill Packets 23-29. Social Skills Training.  
ED 348 567
- Employed Parents**  
Children and Health Insurance. Special Report.  
ED 349 097
- Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III.**  
ED 349 111
- Employed Women**  
Counseling Dual Career Families: Heterosexual and Lesbian Perspectives.  
ED 348 601
- Recruitment Strategies for Women in Nontraditional Careers. Adapted from Fair Recruitment Model and Strategies.**  
ED 348 592
- Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and Young Women.**  
ED 349 195
- Employee Attitudes**  
Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15.  
ED 349 050
- Employer Attitudes**  
Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.  
ED 348 526
- Employer Based Health Insurance**  
Children and Health Insurance. Special Report.  
ED 349 097
- Employer Employee Relationship**  
Developing Workplace Literacy Programs.  
ED 348 578
- Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.**  
ED 348 526
- Employer Supported Day Care**  
The Stride Rite Intergenerational Day Care Center: Background.  
ED 349 103
- Employers**  
American Managers' Use of Their Foreign Employer's Language.  
ED 348 883
- Employment**  
Education and Labour Market in the OECD-CERI Educational Indicators Project.  
ED 348 731
- Employment Experience**  
Life Histories and the Transition to Teaching as a Second Career.  
ED 349 285
- Employment Opportunities**  
Guidelines for the Productive Employment of Older Adults in Child Care.  
ED 349 099
- Employment Patterns**  
Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8.  
ED 349 045
- Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10.**  
ED 349 042
- Employment Practices**  
Guidelines for the Productive Employment of Older Adults in Child Care.  
ED 349 099
- Employment Problems**  
Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois).  
ED 348 537
- Employment Programs**  
Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois).  
ED 348 537
- Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.**  
ED 348 539
- Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.**  
ED 348 540
- Employment Qualifications**  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications.  
ED 348 906
- The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.**  
ED 348 506
- Empowerment**  
Accepting the Challenge of Facing Your Issues and Empowering Yourself.  
ED 349 278
- At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.**  
ED 349 365
- Family Empowerment.**  
ED 348 793
- Endangered Species**  
Decline of the Sea Turtles: Causes and Prevention.  
ED 349 155
- Engineering Education**  
NEEDS (The National Engineering Education Delivery System): If We Build It (According to Standards) They Will Come!  
ED 349 020
- England**  
The C&G Technological Baccalaureate.  
ED 348 556

## Subject Index

Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison. ED 348 512

Segregation Statistics: English LEAS, 1988-91. ED 348 826

### English (Carriacou Creole)

"Dem Wod Mo Saf": Materials for Reading Creole English. ED 348 658

### English (Second Language)

Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report. ED 348 895

Adult ESL Literacy: State of the Art 1990. ED 348 893

"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language. ED 348 842

At Risk—Language Minority Preschool Children. ED 348 866

Bringing Literacy to Life. Issues and Options in Adult ESL Literacy. ED 348 896

Competitive Skills Project. Final Report. ED 348 489

Developing English CBI Programs at Doshisha University. ED 348 876

FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD. ED 349 338

Grading and Professionalism in ELT. ED 348 841

An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom. ED 348 865

The Literacy Assessment of Second-Language Learners. ED 348 665

Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891

Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2. ED 348 493

A Study of Will and Going To in Plans and Predictions. ED 348 859

Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach. ED 348 860

Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition. ED 348 879

Theory-Based Interactive Videodisc for EFL Learning: Design Considerations. ED 348 884

Whole Language Approaches in Adult Literacy. ED 348 890

Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations. ED 348 847

### English as an International Language

Democratizing English as an International Language. ED 348 692

### English Composition Test

An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4. ED 349 336

### English Instruction

QUANTA: An Interdisciplinary Learning Community (Four Studies). ED 349 073

### Enrollment

Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991. ED 349 251

Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92. ED 349 071

Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska. ED 348 555

The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation. ED 349 086

Pupil Membership and Related Information, Fall 1991. ED 349 325

### Enrollment Influences

Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs. ED 348 488

### Enrollment Trends

Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet High School 1990-1991. ED 348 961

Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991. ED 348 962

Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991. ED 349 223

Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92. ED 349 071

The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation. ED 348 966

### Entrepreneurship

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work. ED 348 472

### Environmental Action

50 Simple Things Kids Can Do To Save The Earth. ED 349 165

50 Simple Things You Can Do To Save The Earth. ED 349 166

### Environmental Education

Anthropocentrism, Schools, and Environment. ED 349 241

Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3. ED 349 192

Global Warming: A Supplementary Guide to the Hypercard Stack. ED 349 246

Great Lakes Environmental Education. Special Report. ED 349 156//

Junior High Environmental and Outdoor Education: Teacher. ED 349 161

Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide. ED 349 177

Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12. ED 349 141

Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3. ED 349 140

Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II. ED 349 139

What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8. ED 349 247

### Environmental Influences

Global Warming: A Supplementary Guide to the Hypercard Stack. ED 349 246

### Environmental Issues

Decline of the Sea Turtles: Causes and Prevention. ED 349 155

Ripples: A Big Sweep Elementary Activity Guide. ED 349 171

### Environmental Protection

Occupational and Qualification Structures in the

## Eskimo Aleut Languages

179

Field of Environmental Protection in the Metal and Chemical Industries in Italy. ED 348 508

50 Simple Things Kids Can Do To Save The Earth. ED 349 165

50 Simple Things You Can Do To Save The Earth. ED 349 166

### Environmental Standards

Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3. ED 349 192

Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy. ED 348 508

### Equal Education

Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies. ED 348 720

Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women. ED 348 507

Females in Vocational Education: Reflections of the Labor Market. ED 348 547

Improvement Efforts for Low-Performing Schools. ED 348 757

A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991). ED 349 360

A Perspective on the Continuing Struggle for Equity. ED 349 359

Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997. ED 349 214

School Choice: Doing It Right. Answers for Policymakers. ED 348 742

Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie. ED 348 523

### Equal Opportunities (Jobs)

Americans with Disabilities Act. ED 348 809

Women Too in Science and Technology in Africa: A Resource Book for Counseling Girls and Young Women. ED 349 195

### Equal Protection

Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11. ED 348 728

### Equipment Evaluation

Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study. ED 348 831

Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study. ED 348 833

### ERIC

Bilingual Education: A Resource Guide for Educators and Administrators. ED 348 863

ERIC User Survey. Report. ED 349 032

### Error Correction

Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading. ED 348 696

### Error Patterns

Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition. ED 348 879

### Eskimo Aleut Languages



Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991).

ED 349 131

**Essay Tests**

An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.

ED 349 336

**Essays**

Autobiography and the Exploratory Essay.

ED 348 672

Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.

ED 348 694//

**Estimation (Mathematics)**

Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony.

ED 349 316

Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.

ED 349 332

**Ethical Instruction**

Crossroads: Integrated Models for Teaching Ethics and Spirituality.

ED 349 243

Ethical Education in American Public Schools. Reference & Resource Series.

ED 349 256

Evaluation of Heartwood Program.

ED 348 644

The Place of Didactics in Curriculum in Scandinavia.

ED 349 259

Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.

ED 349 194

**Ethics**

Ethical Use of Information Technologies in Education: Important Issues for America's Schools.

ED 348 989

Handbook for Ethical Policy Making.

ED 348 810

**Ethnic Groups**

Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.

ED 348 475

Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.

ED 348 544

Multireligious, Multicultural, and Multiethnic Calendar.

ED 349 212

[Visiting the Amana Colonies.]

ED 349 215

**Ethnicity**

The Social Psychology of Immigration: The Greek-American Experience.

ED 349 201

**Europe**

Long-Term Unemployed and the Elderly in Migrant Communities in Europe.

ED 349 154

Occupational Profiles in the European Steel Industry.

ED 348 504

Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.

ED 348 526

Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1.

ED 348 777

**Europe (East)**

Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.

ED 348 525

**Europe (West)**

Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.

ED 348 525

**European Community**

The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.

ED 348 506

FORCE Containing Vocational Training in Europe. Vademecum.

ED 348 468

Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.

ED 348 505

Training of Trainers: Problems and Trends.

ED 348 509

Vocational Training in the Tourist Industry.

ED 348 511

Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie.

ED 348 523

**Evaluation**

Pediatric HIV Infection and Developmental Disabilities.

ED 348 789

**Evaluation Criteria**

Feasibility of an International Standard on Library Performance Measures.

ED 349 023

Measuring Child Care Quality.

ED 349 092

Selection and Challenge of Learning Resources.

ED 348 946

Teachers' Reports on Implementing Developmentally Appropriate Practice.

ED 349 296

**Evaluation Methods**

Adult ESL Literacy: State of the Art 1990.

ED 348 893

Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.

ED 349 321

A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality.

ED 348 732

Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.

ED 348 579

How To Change to a Nongraded School.

ED 348 719

Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.

ED 348 997

Library Support for Graduate Education Research and Teaching.

ED 349 007

Perspectives on Literacy Assessment in Australia.

ED 348 654

Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education.

ED 348 947

1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation.

ED 349 333

**Evaluation Needs**

FLES Program Evaluation: Rationale and Procedural Design.

ED 348 854

**Evaluation Problems**

Perspectives on Literacy Assessment in Australia.

ED 348 654

**Evaluation Research**

Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.

ED 349 125

**Evaluation Standards**

NCES Statistical Standards.

ED 349 343

**Evaluation Utilization**

The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality?

ED 349 053

IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond.

ED 349 334

Linking Planning and Evaluation: Review and Synthesis of Literature.

ED 348 572

Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.

ED 349 332

**Evaluative Thinking**

"Do You Hear What I Hear?": Deception Detection by the Blind.

ED 348 785

**Evaluators**

Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.

ED 349 321

Woodcock-Johnson Psycho-Educational Battery—Revised: Recommendations and Reports.

ED 349 322//

**Excellence in Education**

Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990.

ED 348 735

Improvement Efforts for Low-Performing Schools.

ED 348 757

A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988).

ED 348 740

Principles To Support Higher Order Learning in the Middle Grades.

ED 348 738

Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals.

ED 348 775

**Expectation**

Do Children Believe in Their Own Believability?

ED 349 079

**Experiential Learning**

The Individual is the Community; The Community is the World: Native Elders Talk about What Young People Need To Know.

ED 349 151

Integration and Experience in the Secondary Curriculum.

ED 349 152

**Expert Novice Problem Solving**

Biology Diagrams: Tools To Think With.

ED 349 158

**Exploratory Writing**

Autobiography and the Exploratory Essay.

ED 348 672

**Extended Contracts**

An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program.

ED 348 749

**Extended School Day**

The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.

ED 349 089

**Extension Education**

Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs.

ED 348 488

Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology.

ED 348 992

**Extracurricular Activities**

Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition.

ED 348 685

RIE JAN 1993

**Facility Planning**

Developing a Strategic Plan for Library Space Needs through 2010.

ED 349 024

Planning the Library Media Center Facility for the 1990s and Beyond.

ED 349 010

**Facility Requirements**

Planning for Accessibility.

ED 348 995

**Faculty Development**

Determining Faculty Attitudes toward Incentives and Rewards.

ED 349 058

Educating the Faculty and Staff to Computer Use: A Working Model.

ED 348 943

Human Resource Development Planning Based on Accreditation Guidelines.

ED 348 581

Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers.

ED 348 746

The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.

ED 349 276

Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations.

ED 349 304

Restructuring Schools: New Tensions and Dilemmas for Teachers.

ED 349 300

Teacher Education Faculty and Computer Competency.

ED 349 290

**Faculty Evaluation**

The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality?

ED 349 053

**Faculty Recruitment**

The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report.

ED 348 913

Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990).

ED 348 709

**Faculty Workload**

CSU Faculty Workload Study. Final Report.

ED 348 917

**Fair Use (Copyrights)**

The Great Balancing Act.

ED 349 002

**Family (Sociological Unit)**

America's Families: Conditions, Trends, Hopes and Fears. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session.

ED 348 618

**Family Caregivers**

Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks.

ED 348 603

**Family Counseling**

Family Counseling and Therapy: Major Issues and Topics.

ED 348 623

**Family Day Care**

An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce.

ED 349 119

Training Needs of Family Child Care Providers: Seeking Alternatives.

ED 349 091

**Family Environment**

Familial Risk and Protective Factors Influencing Adolescent Mental Health.

ED 349 105

Family Functions and Children's Post-Divorce

RIE JAN 1993

**Adjustment.**

ED 348 611

The Little Things Make a Big Difference: How To Help Your Children Succeed in School.

ED 349 100

**Family Health**

Impact of Technology on the Family. Teacher Edition.

ED 348 482

**Family Income**

Children and Health Insurance. Special Report.

ED 349 097

**Family Influence**

Measuring Child Care Quality.

ED 349 092

**Family Life**

Impact of Technology on the Family. Teacher Edition.

ED 348 482

**Family Literacy**

Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.

ED 348 889

Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.

ED 348 475

Where Are the Fathers in Family Literacy? Final Report. Project #98-1032.

ED 348 474

**Family Planning**

Interpretations and Explanations in Discourse: Modes of Advising in Family Planning.

ED 348 845

**Family Role**

America's Smallest School: The Family. Policy Information Report.

ED 349 320

Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy.

ED 349 115

**Family School Relationship**

The Little Things Make a Big Difference: How To Help Your Children Succeed in School.

ED 349 100

Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy.

ED 349 115

The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community.

ED 348 723

**Family Therapy**

Family Counseling and Therapy: Major Issues and Topics.

ED 348 623

**Fashion Industry**

Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.

ED 348 510

**Fast Foods**

Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition.

ED 348 485

**Fathers**

Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.

ED 348 475

Where Are the Fathers in Family Literacy? Final Report. Project #98-1032.

ED 348 474

**Fear**

Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.

ED 348 625

**Federal Aid**

Evaluation of Chapter 1 in Arkansas, 1989-90.

ED 348 741

Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide.

ED 348 929

Payment for Assistive Devices by the Veterans Administration.

**Federal Government**

ED 348 834

Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database.

ED 349 031

Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992).

ED 349 094

**Federal Legislation**

Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991).

ED 349 131

Americans with Disabilities Act.

ED 348 809

Assessing Reauthorization: The Provisions of the Conference Report on S.1150.

ED 348 904

Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.

ED 348 716

The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).

ED 348 576

The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.

ED 348 577

GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate of the Congressional Budget Office.]

ED 348 536

Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois).

ED 348 537

Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session.

ED 348 818

Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.

ED 348 539

Job Training Reform Amendments of 1992. Conference Report To Accompany H.R. 3033. House of Representatives, 102d Congress, 2d Session.

ED 348 551

Juvenile Justice and Delinquency Prevention Amendments of 1992. Report To Accompany H.R. 5194. Including Cost Estimate of the Congressional Budget Office. House of Representatives, 102d Congress, 2d Session.

ED 348 612

Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology, U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991).

ED 348 538

**Federal Programs**

Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness.

ED 348 733

Evaluation of Chapter 1 in Arkansas, 1989-90.

ED 348 741

GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate

- of the Congressional Budget Office.]  
ED 348 536  
Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois).  
ED 348 537  
Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.  
ED 348 539  
Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.  
ED 348 540  
Job Training Reform Amendments of 1992. Conference Report To Accompany H.R. 3033. House of Representatives, 102d Congress, 2d Session.  
ED 348 551  
Juvenile Justice and Delinquency Prevention Amendments of 1992. Report To Accompany H.R. 5194. Including Cost Estimate of the Congressional Budget Office. House of Representatives, 102d Congress, 2d Session.  
ED 348 612  
The McKinney Act: A Program Guide.  
ED 349 346  
Taking Steps for Children: A Citizen's Guide to Child Policy.  
ED 349 107  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.  
ED 349 143
- Federal Regulation**  
Emerging Telecommunications Technologies (Part 2). Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce on H.R. 1407, a Bill To Establish Procedures To Improve the Allocation and Assignment to the Electromagnetic Spectrum. House of Representatives, One Hundred Second Congress, First Session.  
ED 348 965
- Feedback**  
Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child.  
ED 348 846  
Feedback as a "Zone of Proximal Development."  
ED 349 159
- Fees**  
Medicaid and Childhood Immunizations: A National Study.  
ED 349 093
- Females**  
Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska.  
ED 348 555  
Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.  
ED 349 220  
Health Care Reform: How Do Women, Children, and Teens Fare? Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session.  
ED 348 602  
How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study.  
ED 348 532  
Human Relations Skills: Activity To Increase Life and Career Successes for Women.  
ED 348 591  
NAGWS Volleyball Rulebook, 1992. Official Rules & Interpretations/Officiating.  
ED 349 288  
Outstanding Women Athletes: Who They Are and How They Influenced Sports in America.  
ED 349 286//  
Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women.  
ED 348 639
- Feminism**  
Lorna Dee Cervantes: A Writer in the Margins.  
ED 348 678
- Feminist Criticism**  
Lorna Dee Cervantes: A Writer in the Margins.  
ED 348 678
- Feminist Scholarship**  
What Do We Teach and How Do We Teach It?  
ED 348 689
- Ferris State University MI**  
The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention.  
ED 348 907
- Fetal Alcohol Syndrome**  
Cultural Disintegration Perpetuated through Substance Abuse among American Indians.  
ED 348 590
- Fetal Drug Exposure**  
Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure.  
ED 348 800
- Field Dependence Independence**  
Field Independence and Programming Achievement: A Meta-Analysis.  
ED 348 983
- Field Experience Programs**  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component.  
ED 349 182  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component.  
ED 349 183  
Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.  
ED 349 301
- Finance Reform**  
Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11.  
ED 348 728
- Financial Audits**  
Audit Report of Borough of Manhattan Community College. Report 91-T-4.  
ED 349 037  
Audit Report of Erie Community College. Report 92-S-46.  
ED 349 038  
Audit Report of Rockland Community College. Report 89-T-7.  
ED 349 034
- Financial Exigency**  
Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1.  
ED 348 902  
Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2.  
ED 348 903
- Financial Policy**  
Improving and Extending Rural Library Services in Idaho.  
ED 349 001
- Financial Support**  
Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.  
ED 348 829  
The Changing Atmosphere for Research among Graduate Students.  
ED 348 926  
Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide.  
ED 348 929  
Financing Rural Library Services: A Comparative Analysis.  
ED 349 025  
Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.  
ED 348 835  
State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and

- Mobility Aids.  
ED 348 836  
A Study of Public School Medical Assistance Pilot Program: Article 82.  
ED 348 817  
Subsidy Programs for Assistive Devices.  
ED 348 837
- Fine Arts**  
Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991.  
ED 349 223
- FLES**  
FLES Program Evaluation: Rationale and Procedural Design.  
ED 348 854
- Floriculture**  
Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.  
ED 348 478
- Folktales**  
Cinderella. The Oryx Multicultural Folktale Series.  
ED 348 687//
- Followup Studies**  
National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.  
ED 349 340  
A Student Outcomes Model for Community Colleges-Measuring Institutional Effectiveness.  
ED 349 072  
Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey.  
ED 349 327
- Food**  
Northern Nutrition.  
ED 349 130
- Food Service**  
Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition.  
ED 348 485  
Food Production, Management, and Services. Production. Teacher Edition. Second Edition.  
ED 348 486
- Foods Instruction**  
Food Production, Management, and Services. Baking. Teacher Edition. Second Edition.  
ED 348 484  
Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition.  
ED 348 485  
Food Production, Management, and Services. Production. Teacher Edition. Second Edition.  
ED 348 486
- Foreign Countries**  
A Counseling Psychologist in the USSR as a Fulbright Scholar.  
ED 348 638  
Lessons on Ancient China for LEP Adolescents.  
ED 348 861
- Foreign Policy**  
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.  
ED 349 216  
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book.  
ED 349 217  
Major Concepts/Events in United States-Soviet Union Relations: From the Origins to Recognition. Topic #4 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College.  
ED 349 232  
The Soviet Breakup and U.S. Foreign Policy.  
ED 349 257
- Foreign Students**  
Cultural Anxiety of Chinese and U.S. Students.  
ED 348 924
- Forestry**  
Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.  
ED 348 479  
RIE JAN 1993



## Subject Index

### Foster Care

A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2.  
ED 348 599

### Foucault (Michel)

To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training.  
ED 348 674

### Foundations of Education

American Education in Fluxion and the Possibility of a Teaching Profession.  
ED 349 252

### Fractions

The Concept of Fractional Number among Hearing-Impaired Students.  
ED 348 790

### France

Teaching Culture through Advertising.  
ED 348 870

### Free Enterprise System

Project Real World: Economic Living Skills for High School Students. Module I, The Canadian Marketplace and You.  
ED 348 469

### Free Materials

Free Classroom Resources: Conducting a Successful Search.  
ED 348 985

### Freedom

Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom.  
ED 348 642

### Freedom of Information

Knowledge Network Values: Learning at Risk?  
ED 349 004

### Freire (Paulo)

Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English."  
ED 348 673

### French

The INJEP Experience: New Ideas for Technical and Business French Educators.  
ED 348 868

Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada.  
ED 348 857

Un corpus de français parlé. Montreal 84: Historique, méthodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1.  
ED 348 875

### French Canadians

Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance apprise: Un rapport de quatre ateliers sur la formation à distance tenu en février 1991.  
ED 349 149

### Frequency of Measurement

Grade Inflation and Student Ratings: A Closer Look.  
ED 349 318

### Freshman Composition

Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English."  
ED 348 673

An Experiment in Computer Ethics: Clustering Composition with Computer Applications.  
ED 348 676

Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students.  
ED 348 681

What Do We Teach and How Do We Teach It?  
ED 348 689

### Fulbright Exchange Program

A Counseling Psychologist in the USSR as a Fulbright Scholar.  
ED 348 638

### Fund Raising

Community and Technical College Foundations:  
ED 348 995

RIE JAN 1993

The Results of a Survey of Washington State's Community and Technical College Foundations.  
ED 349 063

A Decision-Making Analysis of Fund Raising Options in a Public Community College.  
ED 349 065

Planning for Accessibility.  
ED 348 995

### Furniture Design

Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.  
ED 348 949

### Futures (of Society)

Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.  
ED 348 499

LRE and Juvenile Justice in the 90s.  
ED 349 197

Multicultural Education for the 21st Century. NEA School Restructuring Series.  
ED 349 370

The University of the Future: Problems and Prospects.  
ED 348 905

### Games

Classroom Activities: Increase the Challenge.  
ED 348 853

### Gateway Systems

Library Services and the Online Campus Gateway. Final Report.  
ED 349 027

### General Educational Development Tests

Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction.  
ED 348 502

### Generation Gap

Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.  
ED 349 138

### Genetics

Biology Diagrams: Tools To Think With.  
ED 349 158

### Geographic Concepts

Mapping Latin America for Grades Six to Ten. Third Edition.  
ED 349 237

### Geography

Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment.  
ED 349 323

### Geography Instruction

Mapping Latin America for Grades Six to Ten. Third Edition.  
ED 349 237

Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised.  
ED 349 227

Scarcity and Survival in El Salvador. Grades Six to Twelve.  
ED 349 234

### Geometric Concepts

Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures.  
ED 349 168

### Georgia

Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College.  
ED 349 040

### Geraldine R Dodge Foundation

Introducing Chinese into High Schools: The Dodge Initiative.  
ED 348 871

### German

Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm.  
ED 348 862

### Germany

Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.

## Government School Relationship

183

Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.  
ED 348 524

ED 348 512

### Ghostwriting

Collaborative Ghost Writing.  
ED 348 671

### GI Bill

GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate of the Congressional Budget Office.]  
ED 348 536

### Gifted

Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991.  
ED 348 813

### Global Approach

Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.  
ED 349 137

Integrating the International/Intercultural Dimension in the Community College.  
ED 349 061

Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986).  
ED 348 922

### Global Education

Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students.  
ED 349 233

The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation.  
ED 349 224

### Global Warming

Global Warming: A Supplementary Guide to the Hypercard Stack.  
ED 349 246

### Goodness of Fit

Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony.  
ED 349 316

### Governing Boards

Trustee Quarterly, 1992.  
ED 349 054

### Government Publications

Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database.  
ED 349 031

### Government Role

Great Lakes Environmental Education. Special Report.  
ED 349 156//

### Inclusion.

ED 348 806

### Payment for Assistive Devices by the Veterans Administration.

ED 348 834

Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991).  
ED 349 021

Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991).  
ED 349 085

### Government School Relationship

An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.  
ED 349 033//

Perspectives on Literacy Assessment in Australia.  
ED 348 654

The University of the Future: Problems and Prospects.

- Governors Conference Library Info Services MO**  
Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report.  
ED 349 008
- Governors Conference Library Info Services NE**  
Nebraska Information Partnerships, A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991).  
ED 349 028
- Grade Inflation**  
Grade Inflation and Student Ratings: A Closer Look.  
ED 349 318
- Grade Point Average**  
A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania.  
ED 349 039  
Nursing Predictors Study, Phase One.  
ED 349 036
- Grade Repetition**  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform.  
ED 348 750
- Grade 2**  
Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997.  
ED 349 214
- Grade 3**  
Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program.  
ED 349 203  
Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities.  
ED 348 643
- Grade 4**  
Word Problems: Comprehending the Problem in Fourth Grade.  
ED 348 662
- Grade 5**  
Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program.  
ED 349 204
- Grade 7**  
The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science.  
ED 349 331
- Grade 8**  
A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.  
ED 349 367  
Risk and Protective Factors and Achievement of Children At Risk.  
ED 349 363  
Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program.  
ED 349 205
- Graduate Students**  
Types of Instructional Strategies Modeled in Urban Teacher Education Courses.  
ED 349 371
- Graduate Study**  
The Changing Atmosphere for Research among Graduate Students.  
ED 348 926  
Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University.  
ED 349 264  
Library Support for Graduate Education Research and Teaching.  
ED 349 007  
The Stages of the Doctoral Career: Socialization and Its Consequences.  
ED 348 925
- Graduates**  
Assessing the Productivity of Vocational/Technical Graduates.  
ED 348 480
- Graduation**  
Increasing the High School Graduation Rate: National Education Goal 2 and Students with Disabilities. Brief Report 3.  
ED 348 821
- Grammar**  
Classroom Activities: Increase the Challenge.  
ED 348 853  
Non-Intrusive Grammar in Writing.  
ED 348 684
- Grants**  
The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report.  
ED 348 951  
Subsidy Programs for Assistive Devices.  
ED 348 837
- Graphic Arts**  
Meaning-Making through Writing and Art Collaboration.  
ED 349 057
- Great Britain**  
Understanding the Perceptions of the British Business Community Regarding Language-Related Matters.  
ED 348 869
- Great Lakes**  
Great Lakes Environmental Education. Special Report.  
ED 349 156//
- Greece**  
Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.  
ED 348 527
- Greek Americans**  
The Social Psychology of Immigration: The Greek-American Experience.  
ED 349 201
- Group Dynamics**  
Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers.  
ED 349 274
- Guatemala**  
Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised.  
ED 349 227
- Guidance Centers**  
Internationalizing Career Planning: A New Perspective for College Career Centers.  
ED 348 624
- Guidance Programs**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.  
ED 348 631
- Guidelines**  
Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting.  
ED 349 048  
Human Resource Development Planning Based on Accreditation Guidelines.  
ED 348 581  
Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports.  
ED 349 322//
- Guthrie (Woody)**  
Anthropocentrism, Schools, and Environment.  
ED 349 241
- Hands on Science Activities**  
BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.  
ED 349 160
- Hawaiians**  
Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference.  
ED 349 062
- Health Conditions**  
Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).  
ED 349 121
- Health Insurance**  
Children and Health Insurance. Special Report.  
ED 349 097  
Health Care Reform: How Do Women, Children, and Teens Fare? Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session.  
ED 348 602  
Retirement and Retiree Health Benefits Provisions Survey, 1990-91.  
ED 348 739  
A Study of Public School Medical Assistance Pilot Program: Article 82.  
ED 348 817
- Health Promotion**  
Literacy Works, Volume 2, Number 1-2, 1991.  
ED 348 892  
Northern Nutrition.  
ED 349 130  
Project Daylight.  
ED 348 899
- Health Services**  
Health Care Reform: How Do Women, Children, and Teens Fare? Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session.  
ED 348 602
- Hearing Impairments**  
Basic Education Needs of Adults Who Are Hearing Impaired.  
ED 348 500  
The Concept of Fractional Number among Hearing-Impaired Students.  
ED 348 790  
Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session.  
ED 348 818  
Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA).  
ED 348 969
- Heart Disorders**  
Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents.  
ED 349 120
- Heartwood Program**  
Evaluation of Heartwood Program.  
ED 348 644
- Helping Relationship**  
Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks.  
ED 348 603
- Heterogeneous Grouping**  
The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem.  
ED 348 688  
What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT.  
ED 349 305
- Heterosexuality**  
Counseling Dual Career Families: Heterosexual and Lesbian Perspectives.  
ED 348 601
- High Achievement**  
Outstanding Women Athletes: Who They Are  
ED 349 305

- and How They Influenced Sports in America.  
ED 349 286//
- High Risk Students**  
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues.  
ED 349 148  
Assessing the Outcomes of Developmental Courses at Johnson County Community College.  
ED 349 052  
At Risk—Language Minority Preschool Children.  
ED 348 866  
At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.  
ED 349 365  
Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.  
ED 349 064  
Case Management in Maryland's Tomorrow.  
ED 348 534  
Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report.  
ED 349 369  
Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.  
ED 348 560  
Enhancing Self-esteem of At-risk High School Students.  
ED 348 593  
An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software.  
ED 349 055  
Improving the Writing of Underachieving Ninth Graders through Peer Tutoring.  
ED 348 679  
LRE and Juvenile Justice in the 90s.  
ED 349 197  
Planning/Evaluation Report for 1990-91: New Horizons Program.  
ED 349 090  
Risk and Protective Factors and Achievement of Children At Risk.  
ED 349 363  
Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.  
ED 349 049
- High School and Beyond (NCES)**  
What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data.  
ED 349 314
- High School Equivalency Programs**  
Academic Credit at Marymount Manhattan College for Student Volunteers.  
ED 348 898  
Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction.  
ED 348 502
- High School Graduates**  
NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum.  
ED 349 341
- High School Seniors**  
Assisting High School Seniors Who Have Not Made Post Graduation Plans through the Use of Individual and Group Guidance Exercises.  
ED 348 616
- High School Students**  
An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.  
ED 349 336  
Client Use of Impression Management in Counseling.  
ED 348 588  
The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model.  
ED 349 315  
Eligibility Issues and Comparable Time Limits for
- Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5.  
ED 349 337  
Enhancing Self-esteem of At-risk High School Students.  
ED 348 593  
Ethnographic Case Study of a Hispanic ESL Student.  
ED 349 355  
Student Athletes: Shattering the Myths & Sharing the Realities.  
ED 348 583  
Transitions to High School; Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey.  
ED 349 327  
What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data.  
ED 349 314
- High Schools**  
Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services.  
ED 349 347  
Non-Intrusive Grammar in Writing.  
ED 348 684  
Restructuring an Urban High School. Fastback 323.  
ED 349 366
- Higher Education**  
Helping Adults Learn. Participant Workbook.  
ED 348 908
- Higher Education Act Title IV**  
Assessing Reauthorization: The Provisions of the Conference Report on S.1150.  
ED 348 904
- Higher Education Act Title IX**  
Assessing Reauthorization: The Provisions of the Conference Report on S.1150.  
ED 348 904
- Hispanic Americans**  
Cause for Alarm: The Condition of Black and Latino Males in New York City.  
ED 349 358  
The Education of Teachers. A Bibliography.  
ED 349 279  
Ethnographic Case Study of a Hispanic ESL Student.  
ED 349 355  
Latino Families and the Schools.  
ED 349 134  
Problems from Alcohol Use in Two Hispanic Youth Populations.  
ED 349 282  
Reconsidering Vocational Technical Education for Black and Latino Youth.  
ED 348 490  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version.  
ED 349 353  
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students.  
ED 349 364
- Historiography**  
Two Visions of the Conquest. Grades 9-12.  
ED 349 235
- History Instruction**  
Interdisciplinary Approaches to Science Education: A Cognitive Analysis.  
ED 349 157  
The Lessons of the Vietnam War: Unit 13. Teacher's Manual: Strategies and Resources for Teaching the Vietnam War.  
ED 349 239  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records.  
ED 349 249  
Two Visions of the Conquest. Grades 9-12.  
ED 349 235
- Hmong People**  
Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.  
ED 349 221
- Holidays**  
Multireligious, Multicultural, and Multiethnic
- Calendar.  
ED 349 212  
Traditional Chinese Celebrations: Continuity and Change in Taiwan.  
ED 349 244
- Home Instruction**  
Using Instructional Technology with Homebound Students.  
ED 348 792
- Home Study**  
Homework: How Effective? How Much To Assign? The Need for Clear Policies.  
ED 348 754
- Homeless People**  
Academic Credit at Marymount Manhattan College for Student Volunteers.  
ED 348 898  
Faces of Homelessness: A Teacher's Guide.  
ED 348 641  
The McKinney Act: A Program Guide.  
ED 349 346  
Project GROW. Final Project Report, January 1989 to June 30, 1989.  
ED 348 467
- Homemaking Skills**  
Impact of Technology on the Family. Teacher Edition.  
ED 348 482
- Homework**  
Homework: How Effective? How Much To Assign? The Need for Clear Policies.  
ED 348 754  
The Power Hour of Homework Survey.  
ED 349 345
- Homogeneous Grouping**  
What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT.  
ED 349 305
- Homosexuality**  
Making Choices: Determining the Need To Be Out.  
ED 348 682
- Horticulture**  
Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.  
ED 348 478
- Hospitality Occupations**  
Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.  
ED 348 505  
Vocational Training in the Tourist Industry.  
ED 348 511
- Hospitalized Children**  
Using Instructional Technology with Homebound Students.  
ED 348 792
- Hotels**  
Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.  
ED 348 505
- Human Geography**  
Population: A Lively Introduction.  
ED 349 199
- Human Relations**  
Human Relations Skills: Activity To Increase Life and Career Successes for Women.  
ED 348 591
- Human Relations Programs**  
Human Relations Skills: Activity To Increase Life and Career Successes for Women.  
ED 348 591
- Human Resources**  
Human Resource Development Planning Based on Accreditation Guidelines.  
ED 348 581
- Human Services**  
Peace Corps: Urban Development Programming Guidelines.  
ED 349 362



**Humanities Instruction**

QUANTA: An Interdisciplinary Learning Community (Four Studies).

ED 349 073

Scholars in the Schools: Implementation Handbook.

ED 349 200

**Humor**

Librarian Humor in Classroom and Reference.

ED 349 018

**Hygiene**

Personal Skills. Facilitator's Skill Packets 1-7. Social Skills Training.

ED 348 564

**HyperCard**

The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.

ED 348 987

**Hypermedia**

An Alternative Rhetoric for Hypertext.

ED 348 940

Global Warming: A Supplementary Guide to the Hypercard Stack.

ED 349 246

Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.

ED 348 997

**Idaho**

Financing Rural Library Services: A Comparative Analysis.

ED 349 025

Improving and Extending Rural Library Services in Idaho.

ED 349 001

Social Studies: Elementary Course of Study.

ED 349 206

Social Studies: Secondary Course of Study.

ED 349 207

**Illinois**

Assessing Inefficiencies in Illinois School Districts.

ED 348 764

Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices.

ED 348 774

Right in the Middle.

ED 348 725

Success Starts Young: Expanding the Promise of the Illinois Preschool Program.

ED 349 114

**Illinois (Elgin)**

Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.

ED 348 889

**Illustrations**

Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image.

ED 349 011

**Immersion Programs**

Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada.

ED 348 857

**Immigrants**

Literacy Works, Volume 2, Number 1-2, 1991.

ED 348 892

The Social Psychology of Immigration: The Greek-American Experience.

ED 349 201

Whole Language Approaches in Adult Literacy.

ED 348 890

**Immunization Programs**

Medicaid and Childhood Immunizations: A National Study.

ED 349 093

**Impression Management**

Electronic Identities: The Strategic Use of Email for Impression Management.

ED 348 699

**Improvement**

Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls.

**Incentives**

Determining Faculty Attitudes toward Incentives and Rewards.

ED 349 308

ED 349 058

**Incest**

Dissociative Reactions to Incest.

ED 348 606

**Inclusive Educational Programs**

How To Untrack Your School.

ED 348 752

**Income Contingent Loans**

Assessing Reauthorization: The Provisions of the Conference Report on S.1150.

ED 348 904

**Independent Living**

Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.

ED 348 828

A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2.

ED 348 599

**Independent Study**

Language Learning Strategies for Peace Corps Volunteers.

ED 348 877

SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report.

ED 348 521

**Indexes**

Resources in Education (RIE). Volume 28, Number 1.

ED 348 466

**Indiana**

Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990.

ED 348 735

A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program.

ED 348 580

Indiana 2000: Indiana Progress Report, National Education Goals.

ED 348 736

Reap around the State: "Best of Reap" Activities.

ED 348 651

**Indiana State University**

The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community.

ED 349 277

**Indicators**

Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.

ED 349 142

**Individual Development**

Paradoxes of Learning: On Becoming an Individual in Society.

ED 348 931//

Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2.

ED 349 059

Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You.

ED 348 470

Society and the Highest Stages of Moral Development.

ED 348 600

**Individual Power**

Accepting the Challenge of Facing Your Issues and Empowering Yourself.

ED 349 278

Consumer Education in the United States: A Composite Vision, 1992.

ED 348 574

**Individualized Education Programs**

Transition Services: Developing and Implementing IEPs for Life after School.

ED 348 812

**Individualized Family Service Plans**

Setting Your Course in ECL: A Rights Handbook

**Subject Index**

for Families with Children in the Texas Early Childhood Education Program.

ED 348 778

**Individuals with Disabilities Education Act**

The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress.

ED 348 808

**Industry**

A Partnership Approach to Industrial Technology Education.

ED 348 573

**Infants**

Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures.

ED 349 101

Towards an Ecology of Mind.

ED 349 084

**Influences**

Student Self-Esteem: A Vital Element of School Success. Volume 1.

ED 348 633

**Informal Assessment**

The Literacy Assessment of Second-Language Learners.

ED 348 665

**Information Dissemination**

Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991).

ED 349 021

**Information Literacy**

Academic Libraries as Dynamic Classrooms.

ED 349 014

Nebraska Information Partnerships, A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991).

ED 349 028

**Information Management**

Technology: Its Use in Education. A National Perspective. and Online Rights.

ED 348 959

**Information Needs**

ERIC User Survey. Report.

ED 349 032

**Information Networks**

Desktop Video: Multi-Media on the NeXT Computer.

ED 348 964

The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development.

ED 348 721

Parent Resource Directory. Fourth Edition.

ED 348 814

**Information Policy**

Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991).

ED 349 021

**Information Retrieval**

An Alternative Rhetoric for Hypertext.

ED 348 940

Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database.

ED 349 031

**Information Seeking**

Information Uses: Relating Information Needs to Information Uses in Specific Contexts.

ED 348 999

Interpretations and Explanations in Discourse: Modes of Advising in Family Planning.

ED 348 845

**Information Services**

RIE JAN 1993

## Subject Index

Nebraska Information Partnerships, A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991).

ED 349 028  
Parent Resource Directory. Fourth Edition.  
ED 348 814

### Information Sources

Assistive Technology: A Selective Bibliography. Reference Bibliography No. 92-1.

ED 349 015  
Bilingual Education: A Resource Guide for Educators and Administrators.

ED 348 863  
"Information, Information Everywhere and Not..."

ED 349 026  
Un corpus de français parlé. Montreal 84: Historique, méthodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1.

### Information Technology

Reflections of Columbia 1968: Preparation for a Profession.

ED 349 012

### Information Utilization

Consumer Education in the United States: A Composite Vision, 1992.

ED 348 574  
Information Uses: Relating Information Needs to Information Uses in Specific Contexts.

ED 348 999

### Innovation

Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.

ED 348 997

### Input Output Devices

Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children.

ED 349 116

### Inservice Education

Implementing School-Based Management in Urban Settings.

ED 349 344  
Teachers' Communication Skills: The Key to Successful Parent Involvement.

ED 348 706

### Inservice Teacher Education

Accepting the Challenge of Facing Your Issues and Empowering Yourself.

ED 349 278  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook.

ED 349 266  
BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.

ED 349 160  
Computer Competencies for All Educators in North Carolina Public Schools. Revised.

ED 348 954  
Computer Training: Pathway from Extinction.

ED 348 955  
Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School.

ED 348 980  
An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change.

ED 349 352  
Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?

ED 348 535  
Improving Language Arts Skills at the Elementary School Level.

ED 348 683  
Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program.

ED 348 660  
An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom.

RIE JAN 1993

ED 348 865  
Issues on Teacher Certification in Kentucky.

ED 349 109  
The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.

ED 349 276  
The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report.

ED 349 170  
Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction.

ED 349 294  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component.

ED 349 183

### Institutional Characteristics

Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.

ED 349 321  
New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts.

ED 349 313  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.

ED 349 142  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.

ED 349 143  
United States Catholic Elementary Schools & Their Finances, 1991.

ED 348 737

### Institutional Cooperation

Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.

ED 348 499  
Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991).

ED 348 979  
Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program.

ED 348 916  
Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report.

ED 349 144  
Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services.

ED 349 347

### Institutional Environment

Institutional Atmosphere, Individual Development, and the Higher Moral Stages.

ED 348 617  
Linking School Level Innovations with an Urban School District's Central Office.

ED 349 351

### Institutional Mission

How To Untrack Your School.

ED 348 752  
Reflections of Columbia 1968: Preparation for a Profession.

ED 349 012  
A Student Outcomes Model for Community Colleges-Measuring Institutional Effectiveness.

ED 349 072

### Institutional Research

A Student Outcomes Model for Community Colleges-Measuring Institutional Effectiveness.

ED 349 072

### Instruction

The Discourse of Pedagogy and the Possibility of Social Change.

ED 349 283

### Instructional Conversation

Rating Instructional Conversations: A Guide. Ed-

## Instructional Leadership

187

ED 348 888  
Educational Practice Report: 4.

ED 348 940  
Instructional Design

An Alternative Rhetoric for Hypertext.

ED 348 940  
Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.

ED 348 978  
Occasional Papers in Distance Education: Number 12, Charles Sturt University.

ED 348 986  
The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.

ED 348 938

### Instructional Development

Strategies for Instructional Development. A Resource and Planning Guide.

ED 348 912

ED 348 912  
Instructional Effectiveness

Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas-Pan American.

ED 348 708  
The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.

ED 348 987  
Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.

ED 348 981  
Language and Literacy: Implications for Enhancing Reading Instruction.

ED 348 653  
A Mastery Learning Experiment.

ED 348 668  
Performance-Based Education Project: A Component of the Institutional Outcomes Model. Course Prototype. U.S. History 121 (HIS121).

ED 349 211  
Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey.

ED 349 327  
1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation.

ED 349 333

ED 349 333  
Instructional Improvement

An Existential Description of Reading Methods and Materials in the Content Areas.

ED 348 666  
The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality?

ED 349 053  
Language and Literacy: Implications for Enhancing Reading Instruction.

ED 348 653  
Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986.

ED 348 921  
Technology: Its Use in Education. A National Perspective, and Online Rights.

ED 348 959  
Utilizing Technology: A Decision To Enhance Instruction.

ED 348 974

ED 348 974  
Instructional Innovation

Cooperative Learning and College Instruction: Effective Use of Student Learning Teams.

ED 348 920  
Electronic Communities of Learners: Fact or Fiction.

ED 348 990  
Linking School Level Innovations with an Urban School District's Central Office.

ED 349 351  
The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report.

ED 349 170

ED 349 170  
Instructional Leadership

Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program.

ED 348 773  
Translating a School Improvement Agenda into

Practice: A Social Interaction Perspective to the Principalship.

ED 348 766

### Instructional Material Evaluation

Selection and Challenge of Learning Resources.

ED 348 946

### Instructional Materials

Adaptation Scolaire: Bibliographie annotée (Scholastic Adaptation: Annotated Bibliography).

ED 348 776

An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce.

ED 349 119

Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991).

ED 348 979

Free Classroom Resources: Conducting a Successful Search.

ED 348 985

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.

ED 349 220

Heelotia: A Cross Cultural Simulation Game. Recommended for Grade 5 to Adult.

ED 349 238

Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students.

ED 349 233

Macintosh Step by Step: Footsteps To Follow for Learning To Use the Macintosh Computer.

ED 348 968

Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment.

ED 349 323

Occasional Papers in Distance Education: Number 12, Charles Sturt University.

ED 348 986

Special Education Learning Materials Centers (SELMC).

ED 348 780

Strategies for Improving Adult Reading Performance.

ED 348 503

### Integrated Activities

Integrating Curriculum and Assessment: A Workshop Guide.

ED 349 317

Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."

ED 349 153

### Integrated Curriculum

Crossroads: Integrated Models for Teaching Ethics and Spirituality.

ED 349 243

Integration and Experience in the Secondary Curriculum.

ED 349 152

Integration of Academic and Vocational Education. Annotated Resource List.

ED 348 529

Integration of Vocational and Academic Education: Theory and Practice.

ED 348 491

A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2.

ED 349 167

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report.

ED 349 303

### Integrated Learning Systems

Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports.

ED 348 939

### Integrated Library Systems

Outline of Standards for Migration to Integrated Online System.

ED 349 009

### Integrated Services

Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.

ED 349 129

### Integrity

Academic Integrity—A Review and Case Study.

ED 349 060

### Intelligence

The Professional Artist's Thinking Style: An In-Depth Study.

ED 349 219

### Intelligence Quotient

At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.

ED 349 102

### Intensive Care Nursing

Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.

ED 349 088

### Interaction Process Analysis

Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning.

ED 349 281

Stability of Teachers' Classroom Instruction across Classes and Time of Observation.

ED 349 310

### Interactive Video

Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.

ED 348 978

Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.

ED 348 997

Inter-campus Interactive Telecommunications System: IITS User's Guide.

ED 348 944

North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education.

ED 348 945

Theory-Based Interactive Videodisc for EFL Learning: Design Considerations.

ED 348 884

Use of Interactive Videodisc Technology in a Physical Education Methods Class.

ED 348 936

### Interactive Video Network ND

North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education.

ED 348 945

### Intercollegiate Cooperation

Beacon College Project Directory.

ED 349 075

### Intercultural Communication

Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.

ED 349 221

### Intercultural Programs

Integrating the International/Intercultural Dimension in the Community College.

ED 349 061

### Interdisciplinary Approach

Interdisciplinary Approaches to Science Education: A Cognitive Analysis.

ED 349 157

Laying a Foundation for Russian for Business and Economics.

ED 348 885

Meaning-Making through Writing and Art Collaboration.

ED 349 057

A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2.

ED 349 167

QUANTA: An Interdisciplinary Learning Community (Four Studies).

ED 349 073

Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC—An Answer to Multicultural Diversity."

ED 348 693

### Intergenerational Programs

The Agelink Project Replication Manual: An Intergenerational School-Age Child-Care Program.

ED 349 095

Guidelines for the Productive Employment of Older Adults in Child Care.

ED 349 099

The Individual is the Community; The Community is the World: Native Elders Talk about What Young People Need To Know.

ED 349 151

Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.

ED 349 138

Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies.

ED 348 655

The Stride Rite Intergenerational Day Care Center: Background.

ED 349 103

### Intermediate Grades

Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices.

ED 348 774

### Intermode Differences

Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.

ED 348 981

### International Communication

The A.I.D.A. Plan and the Writing of Sales Letters.

ED 348 886

American Managers' Use of Their Foreign Employer's Language.

ED 348 883

The INJEP Experience: New Ideas for Technical and Business French Educators.

ED 348 868

Laying a Foundation for Russian for Business and Economics.

ED 348 885

Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad.

ED 348 874

Understanding the Perceptions of the British Business Community Regarding Language-Related Matters.

ED 348 869

### International Cooperation

The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.

ED 348 506

Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.

ED 348 525

### International Education

Education and Labour Market in the OECD-CERI Educational Indicators Project.

ED 348 731

Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.

ED 349 137

Integrating the International/Intercultural Dimension in the Community College.

ED 349 061

Internationalizing Career Planning: A New Perspective for College Career Centers.

ED 348 624

Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986).

ED 348 922

### International Programs

Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.

ED 348 724

The Commonwealth of Learning: A Compendium of Activities.

ED 348 933



## Subject Index

- The Commonwealth of Learning: A Year of Consolidation. Annual Report 1990. ED 348 934
- Feasibility of an International Standard on Library Performance Measures. ED 349 023
- FORCE Containing Vocational Training in Europe. Vademeccum. ED 348 468
- International Relations**
- Democratizing English as an International Language. ED 348 692
- In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. ED 349 216
- In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book. ED 349 217
- Intifada: Voices of the People in the Arab-Israeli Conflict. ED 349 187
- Major Concepts/Events in United States-Soviet Union Relations: From the Origins to Recognition. Topic #4 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College. ED 349 232
- The Soviet Breakup and U.S. Foreign Policy. ED 349 257
- When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College. ED 349 245
- International Studies**
- The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation. ED 349 224
- International Trade**
- Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised. ED 349 236
- Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students. ED 349 233
- U.S.-Mexico: Economic Interdependence. A Precollegiate Curriculum Unit: Grades Nine through Twelve. ED 349 231
- Internship Programs**
- The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment. ED 349 189
- Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's. ED 349 289
- Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2. ED 349 059
- An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills. ED 348 855
- Interpersonal Communication**
- Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child. ED 348 846
- Classroom Activities: Increase the Challenge. ED 348 853
- Electronic Identities: The Strategic Use of Email for Impression Management. ED 348 699
- Feedback as a "Zone of Proximal Development." ED 349 159
- Interpretations and Explanations in Discourse: Modes of Advising in Family Planning. ED 348 845
- The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft. ED 348 769
- Teachers' Communication Skills: The Key to Successful Parent Involvement. ED 348 706
- Interpersonal Competence**
- Advanced Social Skills. Facilitator's Skill Packets 16-22. Social Skills Training.

- ED 348 566
- Beginning Social Skills. Facilitator's Skill Packets 8-15. Social Skills Training. ED 348 565
- Human Relations Skills: Activity To Increase Life and Career Successes for Women. ED 348 591
- Personal Skills. Facilitator's Skill Packets 1-7. Social Skills Training. ED 348 564
- Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training. ED 348 568
- Skills for Dealing with Feelings. Facilitator's Skill Packets 23-29. Social Skills Training. ED 348 567
- Skills for Dealing with Stress. Facilitator's Skill Packets 39-50. Social Skills Training. ED 348 569
- Social Skills Program Team Manuals. ED 348 563
- Interpersonal Relationship**
- The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting. ED 349 118
- Leadership from the Classroom: Women Teachers as a Key to School Reform. ED 348 771
- Teaching Socialization and Sex Education to Persons with Mental Retardation. ED 348 787
- Interpretive Skills**
- Finding New Meanings: The Development of Text Reinterpretation Skill. ED 348 648
- Interprofessional Relationship**
- Teacher Leadership: Preliminary Development of a Questionnaire. ED 349 267
- Intervention**
- Pediatric HIV Infection and Developmental Disabilities. ED 348 789
- Social Skills Program Team Manuals. ED 348 563
- Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992). Research Poster Session Abstract. Volume 1. ED 348 791
- Interviews**
- The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico. ED 348 698
- New Faculty Interview Protocol. ED 348 901
- Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. ED 349 308
- Intifada**
- Intifada: Voices of the People in the Arab-Israeli Conflict. ED 349 187
- Inventions**
- Hidden Treasures for Science Teaching: United States Patents. ED 349 162
- Inventory Systems**
- Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database. ED 349 031
- Investment**
- Linking Investment in Education to Economic Growth. ED 348 730
- Iowa (Decorah)**
- Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native. ED 349 221

- Israel**
- Intifada: Voices of the People in the Arab-Israeli

## Job Skills

189

- Conflict. ED 349 187
- Italy**
- Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy. ED 348 508
- Item Bias**
- An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4. ED 349 336
- Item Discrimination (Tests)**
- Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results. ED 349 319
- Japan**
- Computer Assisted School Automation (CASA) in Japan. ED 348 977
- Japanese**
- Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama. ED 348 867
- Japanese Culture**
- Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama. ED 348 867
- Jewish Studies**
- Audit Report of Rockland Community College. Report 89-T-7. ED 349 034
- Jews**
- Intifada: Voices of the People in the Arab-Israeli Conflict. ED 349 187
- Job Analysis**
- Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy. ED 348 508
- Performance-Based Occupational Math Requirements Assessment (OMRA)-Implementation and Supporting Research. ED 348 492
- Job Development**
- Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois). ED 348 537
- Job Opportunities and Basic Skills Program**
- Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners. ED 348 575
- Job Performance**
- Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research. ED 348 492
- Job Satisfaction**
- CSU Faculty Workload Study. Final Report. ED 348 917
- Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15. ED 349 050
- Job Search Methods**
- Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work. ED 348 472
- Job Skills**
- Competitive Skills Project. Final Report. ED 348 489
- Education from a Workplace Perspective: Issues of Self-Management.

- ED 348 717  
The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.
- ED 348 542  
Occupational Profiles in the European Steel Industry.
- ED 348 504  
Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.
- ED 348 505  
Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research.
- ED 348 492  
Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.
- ED 349 128  
Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.
- ED 348 510  
Workplace Literacy. Project SIDE. Procedural Report.
- ED 348 550
- Job Skills Education Program**  
Technology Transfer and the Job Skills Education Program: Preliminary Results.
- ED 348 960
- Job Training**  
Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989).
- ED 348 518  
An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.
- ED 349 033//  
Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.
- ED 348 575  
The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.
- ED 348 506  
Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning.
- ED 348 554  
Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women.
- ED 348 507  
FORCE Containing Vocational Training in Europe. Vademecum.
- ED 348 468  
Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.
- ED 348 539  
Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.
- ED 348 540  
Job Training Reform Amendments of 1992. Conference Report To Accompany H.R. 3033. House of Representatives, 102d Congress, 2d Session.
- ED 348 551  
Occupational Profiles in the European Steel Industry.
- ED 348 504  
Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.
- ED 348 512  
Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.
- ED 348 527  
Training of Trainers: Problems and Trends.
- ED 348 509  
Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406.
- ED 349 035  
Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie.
- ED 348 523
- Job Training Partnership Act 1982**

- An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.**  
ED 349 033//
- The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives.**  
ED 348 552
- Job Training Reform Amendments of 1992. Conference Report To Accompany H.R. 3033. House of Representatives, 102d Congress, 2d Session.**  
ED 348 551
- Job Training Partnership Act 1982 Title IIA**  
Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.  
ED 348 539
- Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.**  
ED 348 540
- Journal Writing**  
Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.  
ED 348 694//
- Journalism Education**  
Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8.  
ED 349 045
- Judges**  
Assault on Liberty: The Record of the Reagan-Bush Courts.  
ED 349 250
- Junior High School Students**  
The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science.  
ED 349 331
- A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.**  
ED 349 367
- Risk and Protective Factors and Achievement of Children At Risk.**  
ED 349 363
- Juvenile Courts**  
Juvenile Delinquency: A Study of Massachusetts Juvenile Probationers.  
ED 348 594
- Juvenile Justice**  
LRE and Juvenile Justice in the 90s.  
ED 349 197
- Kansas City Public Schools MO**  
Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991.  
ED 349 223
- Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991.**  
ED 349 251
- The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.**  
ED 349 089
- The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation.**  
ED 349 224
- The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation.**  
ED 349 222
- The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.**  
ED 349 225
- Kentucky**  
Issues on Teacher Certification in Kentucky.  
ED 349 109
- Kentucky Education Reform Act 1990**  
Issues on Teacher Certification in Kentucky.  
ED 349 109
- Kenya**  
Child Health, Nutrition, and School Participation.

- Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).**  
ED 349 121
- Keyboarding (Data Entry)**  
Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.  
ED 348 522
- Keyboard Proficiency: An Essential Skill in a Technological Age. Number 2.**  
ED 348 557
- The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program.**  
ED 348 663
- Kindergarten**  
Changing Kindergartens: Four Success Stories.  
ED 349 083
- Knowledge Base for Teaching**  
Building Consensus: Articulating a Knowledge Base for Teacher Education.  
ED 349 275
- Knowledge Level**  
College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors.  
ED 348 636
- Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance.**  
ED 349 271
- Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.**  
ED 349 301
- Labor Force**  
Education and Labour Market in the OECD-CERI Educational Indicators Project.  
ED 348 731
- Education from a Workplace Perspective: Issues of Self-Management.**  
ED 348 717
- Labor Force Development**  
An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.  
ED 349 033//
- The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.**  
ED 348 506
- Education from a Workplace Perspective: Issues of Self-Management.**  
ED 348 717
- Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning.**  
ED 348 554
- The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.**  
ED 348 542
- Reconsidering Vocational Technical Education for Black and Latino Youth.**  
ED 348 490
- Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.**  
ED 348 526
- Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991).**  
ED 348 538
- Labor Market**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.  
ED 348 630
- Education and Labour Market in the OECD-CERI Educational Indicators Project.**  
ED 348 731
- Labor Turnover**  
Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's  
RIE JAN 1993

## Subject Index

- Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990). ED 348 709
- Laboratory Equipment**  
Planning a Safe and Effective Science Learning Environment. ED 349 176
- Laboratory Safety**  
Planning a Safe and Effective Science Learning Environment. ED 349 176
- Lamar Community College CO**  
Quality in Education. ED 349 046
- Land Use**  
Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised. ED 349 227
- Landscaping**  
Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 478
- Language Acquisition**  
Where Does Language Aptitude Come From? ED 348 849  
Yellowknife, the Capital of the N.W.T.: A Language Development Unit for Social Studies. ED 349 255
- Language Aptitude**  
Where Does Language Aptitude Come From? ED 348 849
- Language Arts**  
The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem. ED 348 688
- Language Enrichment**  
Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities. ED 348 643
- Language Enrollment**  
Introducing Chinese into High Schools: The Dodge Initiative. ED 348 871
- Language Experience Approach**  
"Dem Wod Mo Saf": Materials for Reading Creole English. ED 348 658
- Language Maintenance**  
On the Language Effort and Work in Alaskan Athabaskan Languages. ED 349 135
- Language Minorities**  
At Risk—Language Minority Preschool Children. ED 348 866  
Ethnographic Case Study of a Hispanic ESL Student. ED 349 355  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349
- Language Patterns**  
Conversation as Listening Material: The Prosodic Bases of Difficulty. ED 348 848  
A Semantic Frame Work Reconstructed from Comparative Linguistics. ED 348 839  
A Study of Will and Going To in Plans and Predictions. ED 348 859  
Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations. ED 348 847
- Language Proficiency**  
Creative Written Testing. ED 348 858  
Teaching Models and Language Materials in Spanish for the Education of Health Care Providers. ED 348 881
- Language Role**  
RJE JAN 1993

- Democratizing English as an International Language. ED 348 692
- Language Styles**  
Conversation as Listening Material: The Prosodic Bases of Difficulty. ED 348 848
- Language Teachers**  
Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report. ED 348 852  
Grading and Professionalism in ELT. ED 348 841
- Language Tests**  
Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. ED 348 850  
Creative Written Testing. ED 348 858  
Testing the Language Proficiency of Bilingual Teachers. ED 348 872
- Language Variation**  
Conversation as Listening Material: The Prosodic Bases of Difficulty. ED 348 848
- Languages for Special Purposes**  
Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm. ED 348 862  
Language Learning Strategies for Peace Corps Volunteers. ED 348 877  
Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence. ED 348 882  
Teaching Models and Language Materials in Spanish for the Education of Health Care Providers. ED 348 881
- Latin America**  
Algunos Animales de Latino America = Some Animals of Latin America. ED 349 188  
Mapping Latin America for Grades Six to Ten. Third Edition. ED 349 237  
What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8. ED 349 247
- Latin American Culture**  
Algunos Animales de Latino America = Some Animals of Latin America. ED 349 188
- Latin Americans**  
What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8. ED 349 247
- Latinos**  
Cause for Alarm: The Condition of Black and Latino Males in New York City. ED 349 358  
Reconsidering Vocational Technical Education for Black and Latino Youth. ED 348 490  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version. ED 349 353
- Law Related Education**  
Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3. ED 349 192  
[Lawyers and Litigation in the Popular Culture.] ED 349 191  
LRE and Juvenile Justice in the 90s. ED 349 197  
Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9. ED 349 254  
Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2. ED 349 194  
White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1.

## Learner Controlled Instruction

191

- ED 349 193
- Lawyers**  
[Lawyers and Litigation in the Popular Culture.] ED 349 191
- Leaders Guides**  
Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership. ED 348 494
- Leadership**  
An Empirical Validation of a Management Construct for District Level Supervisors. ED 348 745  
Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990). ED 348 709  
Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership. ED 348 494  
Leadership from the Classroom: Women Teachers as a Key to School Reform. ED 348 771  
Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2. ED 349 059  
Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors. ED 348 747  
Teacher Leadership: Preliminary Development of a Questionnaire. ED 349 267
- Leadership Qualities**  
Teacher Leadership: Preliminary Development of a Questionnaire. ED 349 267  
Training for Action: A New Approach to Executive Development. Report Number 153. ED 348 496
- Leadership Responsibility**  
The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community. ED 349 277
- Leadership Styles**  
Leadership for School Quality—Personal Challenge, the Missing Factor. ED 348 772  
Practices of Effective CEO's: A Preliminary Discussion. ED 348 713  
Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development. ED 348 768  
Translating a School Improvement Agenda into Practice: A Social Interaction Perspective to the Principals'ship. ED 348 766
- Leadership Training**  
Assessing the Needs of Teacher Leaders in Massachusetts. ED 348 770  
An Empirical Validation of a Management Construct for District Level Supervisors. ED 348 745  
Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program. ED 348 773  
Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership. ED 348 494  
Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2. ED 349 059  
Training for Action: A New Approach to Executive Development. Report Number 153. ED 348 496
- Learner Controlled Instruction**  
Use of Interactive Videodisc Technology in a Physical Education Methods Class. ED 348 936



**Learning**

- Knowledge Network Values: Learning at Risk?  
ED 349 004

**Learning Activities**

- Building Gender Fairness in Schools.  
ED 348 562
- Exploratory Problems in Mathematics.  
ED 349 169
- Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.  
ED 348 475
- Guidelines for Teaching Calculus.  
ED 349 179
- Heelotia: A Cross Cultural Simulation Game. Recommended for Grade 5 to Adult.  
ED 349 238
- Journey to China: Activities for Elementary Students.  
ED 349 230
- Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership.  
ED 348 494
- The Little Things Make a Big Difference: How To Help Your Children Succeed in School.  
ED 349 100
- Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students.  
ED 349 233
- Making School Fun for You and Your Students.  
ED 349 302
- Ripples: A Big Sweep Elementary Activity Guide.  
ED 349 171
- Teachers' Reports on Implementing Developmentally Appropriate Practice.  
ED 349 296
- Types of Instructional Strategies Modeled in Urban Teacher Education Courses.  
ED 349 371
- Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.  
ED 349 172
- Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12.  
ED 349 141
- Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3.  
ED 349 140
- 50 Simple Things You Can Do To Save The Earth.  
ED 349 166

**Learning Disabilities**

- Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992). Research Poster Session Abstract. Volume 1.  
ED 348 791

**Learning Environments**

- Computers and Conceptual Change.  
ED 348 935

**Learning Experience**

- Paradoxes of Learning: On Becoming an Individual in Society.  
ED 348 931//

**Learning Modules**

- Occasional Papers in Distance Education: Number 12, Charles Sturt University.  
ED 348 986

**Learning Motivation**

- Achieving Adult Literacy. Fastback 330.  
ED 348 516
- Adult Education: The Way to Lifelong Learning. Fastback 334.  
ED 348 517
- Motivational Profiles of Adult Learners in Relation to Self-Directed Learning.  
ED 348 548

**Learning Processes**

- Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development.  
ED 348 667
- Integration and Experience in the Secondary Curriculum.  
ED 349 152
- Language Production-Language Contact: The

- Significance of Learners' Speech.  
ED 348 843
- Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education.  
ED 349 174
- Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers.  
ED 349 175
- The Professional Artist's Thinking Style: An In-Depth Study.  
ED 349 219
- Stability of Teachers' Classroom Instruction across Classes and Time of Observation.  
ED 349 310

**Learning Readiness**

- Getting Your Child Ready for School...and the School Ready for Your Child.  
ED 348 727

**Learning Resources Centers**

- Learning Outcomes in Library Media Skills.  
ED 349 005
- Planning the Library Media Center Facility for the 1990s and Beyond.  
ED 349 010
- Special Education Learning Materials Centers (SELMC).  
ED 348 780
- Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor.  
ED 348 996

**Learning Strategies**

- Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students.  
ED 348 927
- Language Learning Strategies for Peace Corps Volunteers.  
ED 348 877
- Language Training Reference Manual. Training Manual T0056.  
ED 348 880
- Listening Processes and Authentic Texts.  
ED 348 851
- Principles To Support Higher Order Learning in the Middle Grades.  
ED 348 738

**Learning Theories**

- Integrating Social Learning Theory with Educating the Deprived.  
ED 349 260
- Theory-Based Interactive Videodisc for EFL Learning: Design Considerations.  
ED 348 884
- Thinking about Learning from the Perspectives of Bruner and Ausubel.  
ED 348 930
- Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education.  
ED 348 947

**Learning through Discussion**

- Instruction in Teacher Education: A Descriptive Study of Cooperative Learning.  
ED 349 297

**Legal Problems**

- Ethical Use of Information Technologies in Education: Important Issues for America's Schools.  
ED 348 989
- Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change.  
ED 348 984
- Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3.  
ED 348 608
- Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining.  
ED 348 751

**Legal Responsibility**

- Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3.  
ED 348 608
- New York State Commission on Quality of Care

- for the Mentally Disabled. Annual Report 1990-91.  
ED 348 794

- Transition Services: Developing and Implementing IEPs for Life after School.  
ED 348 812

**Legends**

- Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide.  
ED 349 177

**Lesbianism**

- Counseling Dual Career Families: Heterosexual and Lesbian Perspectives.  
ED 348 601

**Lesson Plans**

- Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning.  
ED 349 281

**Letters (Correspondence)**

- The A.I.D.A. Plan and the Writing of Sales Letters.  
ED 348 886
- Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.  
ED 348 694//
- Understanding the Perceptions of the British Business Community Regarding Language-Related Matters.  
ED 348 869

**Librarian Attitudes**

- Librarian Humor in Classroom and Reference.  
ED 349 018
- National Opinion Poll on Library Issues: Fall 1991.  
ED 349 030

**Library Administration**

- Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991).  
ED 349 019
- Managing the One Person Library in Rural Northeastern Arizona.  
ED 348 993
- Microcomputers in School and Public Libraries: A Directory.  
ED 349 022

**Library Automation**

- Outline of Standards for Migration to Integrated Online System.  
ED 349 009

**Library Collections**

- Library Support for Graduate Education Research and Teaching.  
ED 349 007
- Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes.  
ED 349 069
- Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond.  
ED 349 013

**Library Development**

- Improving and Extending Rural Library Services in Idaho.  
ED 349 001

**Library Education**

- Managing the One Person Library in Rural Northeastern Arizona.  
ED 348 993
- Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology.  
ED 348 992
- Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor.  
ED 348 996

**Library Expenditures**

- Financing Rural Library Services: A Comparative Analysis.  
ED 349 025
- Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond.

## Subject Index

- Library Facilities** ED 349 013  
Planning for Accessibility. ED 348 995
- Library Instruction**  
Academic Libraries as Dynamic Classrooms. ED 349 014  
Henry Whittemore Library Workbook. Basic Research Guide and Workbook. ED 349 016  
Librarian Humor in Classroom and Reference. ED 349 018  
Library Support for Graduate Education Research and Teaching. ED 349 007
- Library Material Selection**  
African and African American Audio Visual Materials: A Selected List for Public Libraries. ED 348 950
- Library Materials**  
National Opinion Poll on Library Issues: Fall 1991. ED 349 030
- Library Personnel**  
Managing the One Person Library in Rural Northeastern Arizona. ED 348 993  
Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond. ED 349 013  
Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology. ED 348 992
- Library Planning**  
Libraries and Literacy: A Program Planning Manual for Missouri Librarians. ED 349 006  
A New Strategic Direction for the AAHS�D Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I. ED 348 994
- Library Research**  
Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991). ED 349 017
- Library Role**  
Academic Libraries as Dynamic Classrooms. ED 349 014  
Knowledge Network Values: Learning at Risk? ED 349 004  
Reflections of Columbia 1968: Preparation for a Profession. ED 349 012  
What Is the Role of the Public Library? ED 349 029
- Library Schools**  
Reflections of Columbia 1968: Preparation for a Profession. ED 349 012
- Library Services**  
Feasibility of an International Standard on Library Performance Measures. ED 349 023  
Improving and Extending Rural Library Services in Idaho. ED 349 001  
Library Services and the Online Campus Gateway. Final Report. ED 349 027  
Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report. ED 349 008  
National Opinion Poll on Library Issues: Fall 1991. ED 349 030  
Output Measures for Public Library Service to Children. A Manual of Standardized Procedures. ED 348 991

## Library Skills

- Learning Outcomes in Library Media Skills. ED 349 005

## Library Standards

- Feasibility of an International Standard on Library Performance Measures. ED 349 023  
Outline of Standards for Migration to Integrated Online System. ED 349 009

## Library Statistics

- A New Strategic Direction for the AAHS�D Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I. ED 348 994  
Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond. ED 349 013

## Library Surveys

- Improving and Extending Rural Library Services in Idaho. ED 349 001

## Life Experience Studies

- Life Histories and the Transition to Teaching as a Second Career. ED 349 285

## Lifelong Learning

- Accessing the Senior Citizen Student. ED 349 067  
Adult Education: The Way to Lifelong Learning. Fastback 334. ED 348 517  
Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning. ED 348 554  
Paradoxes of Learning: On Becoming an Individual in Society. ED 348 931//  
Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6. ED 348 824

## Limited English Speaking

- At Risk-Language Minority Preschool Children. ED 348 866  
Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy. ED 348 894  
Bilingual Education: A Resource Guide for Educators and Administrators. ED 348 863  
Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success. ED 348 716  
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers. ED 348 889  
FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD. ED 349 338  
An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom. ED 348 865  
Lessons on Ancient China for LEP Adolescents. ED 348 861  
Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2. ED 348 493  
Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach. ED 348 860

## Linguistic Theory

- Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm. ED 348 862  
A Semantic Frame Work Reconstructed from Comparative Linguistics. ED 348 839  
Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1. ED 348 840  
Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition. ED 348 879  
Theory-Based Interactive Videodisc for EFL Learning: Design Considerations. ED 348 884  
Towards an Alternative Model of Second Language Learning. ED 348 844

## Literacy Education

193

- Listener Preference Profile**  
Development and Validation of the Listener Preference Profile. ED 348 703
- Listening**  
Development and Validation of the Listener Preference Profile. ED 348 703
- Listening Comprehension**  
Conversation as Listening Material: The Prosodic Bases of Difficulty. ED 348 848  
Listening Processes and Authentic Texts. ED 348 851
- Listening Habits**  
Development and Validation of the Listener Preference Profile. ED 348 703
- Listening Skills**  
Beginning Social Skills. Facilitator's Skill Packets 8-15. Social Skills Training. ED 348 565  
Listening Processes and Authentic Texts. ED 348 851
- Literacy**  
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development. ED 348 667  
Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom. ED 348 642  
Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students. ED 348 681  
Perspectives on Literacy Assessment in Australia. ED 348 654  
Real Time Literacy. ED 348 652  
What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15. ED 348 657
- Literacy Education**  
Achieving Adult Literacy. Fastback 330. ED 348 516  
Adult Education: The Way to Lifelong Learning. Fastback 334. ED 348 517  
Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report. ED 348 895  
Alberta Literacy Inventory Report. ED 348 520  
Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy. ED 348 894  
Basic Education in Prisons: Interim Report. ED 348 495  
Bringing Literacy to Life. Issues and Options in Adult ESL Literacy. ED 348 896  
Developing Workplace Literacy Programs. ED 348 578  
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers. ED 348 889  
Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032. ED 348 475  
A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program. ED 348 580  
Libraries and Literacy: A Program Planning Man-

- ual for Missouri Librarians. ED 349 006
- Literacy Works, Volume 2, Number 1-2, 1991. ED 348 892
- Partnerships in Literacy: A Guide for Community Organization and Program Development. ED 348 561
- Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program. ED 348 533
- Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6. ED 348 824
- SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report. ED 348 521
- Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891
- Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2. ED 348 493
- Survey of Literacy Skills Used in Daily Activities. A Report on the Literacy Skills of Albertans. ED 348 519
- Whole Language Approaches in Adult Literacy. ED 348 890
- Literacy Events**  
Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom. ED 348 642
- Literary Criticism**  
Lorna Dee Cervantes: A Writer in the Margins. ED 348 678
- Literary History**  
Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom. ED 348 856
- Literary Societies**  
Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition. ED 348 685
- Loan Programs**  
Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper. ED 348 829
- Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities. ED 348 835
- Local History**  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records. ED 349 249
- [Visiting the Amara Colonies.] ED 349 215
- LOGO Programing Language**  
Problem Solving and Critical Thinking for Computer Science Educators. ED 348 971
- Long Range Planning**  
Developing a Strategic Plan for Library Space Needs through 2010. ED 349 024
- State Plan for Autism and Pervasive Developmental Disorders. ED 348 799
- Low Income Groups**  
Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III. ED 349 111
- The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration. ED 349 348
- Macon College GA**  
An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills. ED 348 855

**Magnet Schools**

- Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet High School 1990-1991. ED 348 961
- Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991. ED 348 962
- Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991. ED 349 223
- Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991. ED 349 251
- Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991. ED 349 173
- The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation. ED 348 966
- The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation. ED 349 224
- The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation. ED 349 222
- The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. ED 349 225

**Maine**

- Cooperative Education: A Guide for Maine Cooperative Education Programs. ED 348 553

**Mainstreaming**

- The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations. ED 349 098
- Preschool Children with Disabilities in Sweden. ED 348 797
- Segregation Statistics: English LEAS, 1988-91. ED 348 826
- The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23. ED 348 481

**Majors (Students)**

- The "International Language/Business" Major at a Small Private University: Successes and Naging Concerns. ED 348 873

**Makerere University (Uganda)**

- Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6. ED 348 952

**Males**

- Cause for Alarm: The Condition of Black and Latino Males in New York City. ED 349 358
- Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska. ED 348 555

**Management Development**

- An Empirical Validation of a Management Construct for District Level Supervisors. ED 348 745
- A New Strategic Direction for the AAHSLS Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I. ED 348 994
- Training for Action: A New Approach to Executive Development. Report Number 153. ED 348 496

**Management Information Systems**

- A Study To Increase Computer Applications in Social Work Management. ED 348 972

**Management Systems**

- The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College. ED 349 076

**Management Teams**

- Social Skills Program Team Manuals. ED 348 563

**Manipulative Materials**

- Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research. ED 349 185

**Manitoba**

- Multicultural Education. A Policy for the 1990s = L'education multiculturelle. Une politique pour les annees 1990. ED 349 361

**Manufacturing**

- Occupational Profiles in the European Steel Industry. ED 348 504
- Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891
- Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991). ED 348 538

- Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries. ED 348 527

**Maps**

- Mapping Latin America for Grades Six to Ten. Third Edition. ED 349 237

**Marine Biology**

- Decline of the Sea Turtles: Causes and Prevention. ED 349 155

**Marine Education**

- Great Lakes Environmental Education. Special Report. ED 349 156//

**Marketing**

- Teaching Culture through Advertising. ED 348 870

**Maryland**

- Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. ED 349 220
- Strands of Opportunity, Webs of Hope: Weaving a Seamless Education System for Workplace Needs. 1991 Annual Report. ED 348 498

**Maryland (Baltimore)**

- The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community. ED 348 723

**Maryland Governors Conference Lib Info**

- Serv Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990). ED 348 998

**Maryland School Performance Assessment**

- Program**  
Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 203
- Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 204
- Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 205

**Marymount Manhattan College NY**

RIE JAN 1993



## Subject Index

Academic Credit at Marymount Manhattan College for Student Volunteers. ED 348 898

### Mascoma Valley Regional School District NH

The New Hampshire Mentor Project: Bridging the Gap between Concept and Application. ED 349 276

### Mass Media

The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture. ED 348 707

Teaching Culture through Advertising. ED 348 870

### Mass Media Effects

The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture. ED 348 707

### Mass Media Role

The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture. ED 348 707

### Massachusetts

Assessing the Needs of Teacher Leaders in Massachusetts. ED 348 770

School Choice: Doing It Right. Answers for Policymakers. ED 348 742

### Massachusetts Institute of Technology

Library Services and the Online Campus Gateway. Final Report. ED 349 027

### Massachusetts Middle Grade Region Alliance Network

The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development. ED 348 721

### Master Plans

Wichita High School West: Multicultural Education Plan 1991-92. ED 349 356

### Masters Programs

Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs. ED 348 488

### Mastery in Learning Project (NEA)

Restructuring Schools: New Tensions and Dilemmas for Teachers. ED 349 300

### Mastery Learning

A Mastery Learning Experiment. ED 348 668

### Material Development

Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988). ED 348 559

Developing English CBI Programs at Doshisha University. ED 348 876

Theory-Based Interactive Videodisc for EFL Learning: Design Considerations. ED 348 884

### Maternal Sensitivity

Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures. ED 349 101

### Mathematical Concepts

The Concept of Fractional Number among Hearing-Impaired Students. ED 348 790

### Mathematical Enrichment

Exploratory Problems in Mathematics. ED 349 169

### Mathematical Models

Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony. ED 349 169

RUE JAN 1993

Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers. ED 349 316

### Mathematics Achievement

Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5. ED 348 823

Characteristics of At-Risk Students in NELS-88. National Education Longitudinal Study of 1988. Contractor Report. ED 349 369

The Concept of Fractional Number among Hearing-Impaired Students. ED 348 790

Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report. ED 349 163

The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report. ED 349 170

Special Education and the Michigan Educational Assessment Program (MEAP). ED 348 779

### Mathematics Curriculum

Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report. ED 349 163

The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report. ED 349 170

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component. ED 349 181

Student Success and Instructor Pass Rates. ED 349 077

### Mathematics Education

Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education. ED 349 174

### Mathematics Instruction

Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage. ED 349 123

Exploratory Problems in Mathematics. ED 349 169

Guidelines for Teaching Calculus. ED 349 179

Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education. ED 349 174

A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2. ED 349 167

The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report. ED 349 170

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component. ED 349 181

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component. ED 349 182

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview. ED 349 180

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component. ED 349 183

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. ED 348 816

## Medically Fragile

195

port. Volume V: Research and Evaluation Component. ED 349 184

Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach. ED 348 860

Word Problems: Comprehending the Problem in Fourth Grade. ED 348 662

### Mathematics Skills

Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research. ED 348 492

### Mathematics Teachers

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview. ED 349 180

Stability of Teachers' Classroom Instruction across Classes and Time of Observation. ED 349 310

### Mathematics Tests

Guidelines for Teaching Calculus. ED 349 179

The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science. ED 349 331

### Matter

Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures. ED 349 168

### Measurement Techniques

Assessing Inefficiencies in Illinois School Districts. ED 348 764

A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality. ED 348 732

Feasibility of an International Standard on Library Performance Measures. ED 349 023

Output Measures for Public Library Service to Children. A Manual of Standardized Procedures. ED 348 991

### Media Selection

Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA). ED 348 969

Selection and Challenge of Learning Resources. ED 348 946

### Medicaid

Children and Health Insurance. Special Report. ED 349 097

Medicaid and Childhood Immunizations: A National Study. ED 349 093

A Study of Public School Medical Assistance Pilot Program: Article 82. ED 348 817

### Medical Libraries

A New Strategic Direction for the AAHSLD Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I. ED 348 994

### Medical Services

Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence. ED 348 882

Teaching Models and Language Materials in Spanish for the Education of Health Care Providers. ED 348 881

### Medically Fragile

Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group. ED 348 816

**Mental Disorders**

New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91.

ED 348 794

**Mental Health**

Familial Risk and Protective Factors Influencing Adolescent Mental Health.

ED 349 105

**Mental Health Workers**

A Study To Increase Computer Applications in Social Work Management.

ED 348 972

**Mental Retardation**

Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child.

ED 348 846

At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.

ED 349 102

New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91.

ED 348 794

Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4.

ED 348 796

Teaching Socialization and Sex Education to Persons with Mental Retardation.

ED 348 787

Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability, Report No. 3.

ED 348 795

Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1.

ED 348 777

**Mentors**

How To Mentor in the Midst of Change.

ED 348 635

How To Start a Student Mentor Program. Fast-back 333.

ED 348 621

Mentoring Programs for Urban Youth: Handle With Care.

ED 349 368

Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.

ED 349 273

The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.

ED 349 276

**Metacognition**

Finding New Meanings: The Development of Text Reinterpretation Skill.

ED 348 648

Metacognitive Strategies for Teaching Reading to Elementary Students.

ED 348 650

**Metal Industry**

Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy.

ED 348 508

Occupational Profiles in the European Steel Industry.

ED 348 504

**Metal Working**

Fundamentals of Welding. Teacher Edition.

ED 348 483

Gas Metal Arc Welding and Flux-Cored Arc Welding. Teacher Edition. Second Edition.

ED 348 487

**Metaphors**

The Principal as Orchestral Conductor.

ED 348 718

**Methods Courses**

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component.

ED 349 182

**Mexican American Literature**

Lorna Dee Cervantes: A Writer in the Margins.

ED 348 678

**Mexican Americans**

Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas-Pan American.

ED 348 708

Mexican-American and Anglo-American Parental Involvement with a Public Elementary School.

ED 349 146

**Mexico**

Two Visions of the Conquest. Grades 9-12.

ED 349 235

U.S.-Mexico: Economic Interdependence. A Pre-collegiate Curriculum Unit: Grades Nine through Twelve.

ED 349 231

**Michigan Educational Assessment Program**

Special Education and the Michigan Educational Assessment Program (MEAP).

ED 348 779

**Michigan Special Education Learning Materials Ctr**

Special Education Learning Materials Centers (SELMC).

ED 348 780

**Microanalysis**

Biology Diagrams: Tools To Think With.

ED 349 158

**Microcomputers**

An Alternative Rhetoric for Hypertext.

ED 348 940

Computers and Conceptual Change.

ED 348 935

Distance Learning: A Study of Computer Modem Students.

ED 348 982

Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.

ED 348 956

Macintosh Step by Step: Footsteps To Follow for Learning To Use the Macintosh Computer.

ED 348 968

Microcomputers in School and Public Libraries: A Directory.

ED 349 022

Use of Interactive Videodisc Technology in a Physical Education Methods Class.

ED 348 936

Utilizing Technology: A Decision To Enhance Instruction.

ED 348 974

**Microreproduction**

Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image.

ED 349 011

**Middle Aged Adults**

Accessing the Senior Citizen Student.

ED 349 067

Guidelines for the Productive Employment of Older Adults in Child Care.

ED 349 099

**Middle Management**

Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.

ED 348 527

Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.

ED 348 510

**Middle School Students**

The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science.

ED 349 331

**Middle Schools**

Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991.

ED 348 962

Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.

ED 349 357

Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of Education and a Call for Action from the Middle Level Advisory Committee.

ED 348 726

Principles To Support Higher Order Learning in the Middle Grades.

ED 348 738

Right in the Middle.

ED 348 725

**Midlife Transitions**

Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model.

ED 348 619

**Migrant Adult Education**

Long-Term Unemployed and the Elderly in Migrant Communities in Europe.

ED 349 154

**Migrants**

Long-Term Unemployed and the Elderly in Migrant Communities in Europe.

ED 349 154

**Military Academy (West Point) NY**

DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate.

ED 348 541

**Military Personnel**

Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.

ED 349 332

**Military Training**

DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate.

ED 348 541

**Minimum Competencies**

Computer Competencies for All Educators in North Carolina Public Schools. Revised.

ED 348 954

**Minnesota**

Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.

ED 349 273

**Minority Group Children**

Integrating Social Learning Theory with Educating the Deprived.

ED 349 260

**Minority Group Teachers**

Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University.

ED 349 264

Diversity in Teacher Education: New Expectations.

ED 349 312//

Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature.

ED 349 261

Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent.

ED 349 265

**Minority Groups**

Diversity in Teacher Education: New Expectations.

ED 349 312//

DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate.

- ED 348 541  
Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.
- ED 348 475  
Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.
- ED 349 220  
Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
- ED 348 827  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success?
- ED 349 349  
Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes.
- ED 349 069  
[Professions in Special Education: Suggested Readings].
- ED 348 807  
Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9.
- ED 349 254
- Misconceptions**  
Educational Reform in an Era of Disinformation. ED 348 710
- Missouri**  
Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report. ED 349 008
- Models**  
The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model. ED 349 315  
Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988). ED 348 559  
From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988). ED 348 919  
Information Uses: Relating Information Needs to Information Uses in Specific Contexts. ED 348 999  
Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education. ED 349 174  
Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA). ED 348 969  
Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's. ED 349 289  
School Change Models and Processes: A Review of Research and Practice. ED 348 758  
Strategies for Instructional Development. A Resource and Planning Guide. ED 348 912  
Subsidy Programs for Assistive Devices. ED 348 837
- Money Management**  
Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills-What Money Can't Buy. ED 348 471
- Monitor Model**  
Language Training Reference Manual. Training Manual T0056. ED 348 880
- Montessori Method**  
The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation. ED 349 086
- Moral Development**  
Institutional Atmosphere, Individual Development, and the Higher Moral Stages.
- ED 348 617  
Leadership May Provide the Means of Moving Up in Adult Moral Developmental Stages.
- ED 348 614  
Society and the Highest Stages of Moral Development.
- ED 348 600
- Moral Values**  
The Place of Didactics in Curriculum in Scandinavia. ED 349 259
- Mothers**  
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners. ED 349 117  
Children's Birth Order as a Mediator in Responses by Mothers and Siblings. ED 349 078  
Counseling Dual Career Families: Heterosexual and Lesbian Perspectives. ED 348 601  
Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures. ED 349 101
- Motivation**  
Motivation in Education. ED 349 298
- Motivation Techniques**  
Motivation in Education. ED 349 298
- Motor Development**  
The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children. ED 348 784
- Multi Attribute Utility Theory**  
Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison. ED 349 321
- Multi Digit Tests**  
Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results. ED 349 319
- Multicampus Colleges**  
Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1. ED 348 902
- Multicultural Education**  
Cinderella. The Oryx Multicultural Folktale Series. ED 348 687//  
A Conceptual Framework for Intercultural/International Communication. ED 348 887  
Connections through Inclusion (Multicultural Writing Community of the Two Year College). ED 348 691  
Diversity in Teacher Education: New Expectations. ED 349 312//  
Evaluation of Heartwood Program. ED 348 644  
Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community. ED 348 928  
Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature. ED 349 261  
In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training. ED 348 702  
Multicultural Education. A Policy for the 1990s = L'education multiculturelle. Une politique pour les annees 1990. ED 349 361  
Multicultural Education for the 21st Century. NEA School Restructuring Series. ED 349 370
- ED 349 370  
Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes. ED 349 069  
Multireligious, Multicultural, and Multiethnic Calendar. ED 349 212  
The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation. ED 349 224  
Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions. ED 349 306  
Wichita High School West: Multicultural Education Plan 1991-92. ED 349 356
- Multigraded Classes**  
Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172. ED 348 761
- Multimedia Instruction**  
Inter-campus Interactive Telecommunications System: IITS User's Guide. ED 348 944  
NEEDS (The National Engineering Education Delivery System): If We Build It (According to Standards) They Will Come! ED 349 020  
North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education. ED 348 945
- Multimedia Materials**  
Desktop Video: Multi-Media on the NeXT Computer. ED 348 964  
Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14. ED 348 997
- Multiple Choice Tests**  
Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results. ED 349 319
- Multiple Regression Analysis**  
A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality. ED 348 732
- Museums**  
Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14. ED 348 997  
The Muse as Educator. ED 349 226
- Music Education**  
Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools. ED 349 202
- Mythology**  
Shamans and Kushtakas: North Coast Tales of the Supernatural. ED 349 133
- Narration**  
Storytelling: The Original Narrative. ED 348 697
- National Assn for Research in Science Teaching**  
Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures. ED 349 168
- National Association Advancement Colored People**  
School Desegregation-The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991). ED 349 354



# **National Center for Education Statistics** NCES Statistical Standards.

ED 349 343

## **National Council for Accreditation of**

### **Teacher Educ**

Building Consensus: Articulating a Knowledge Base for Teacher Education.

ED 349 275

## **National Curriculum**

Business Education in the Secondary School: A CTC Response. Number 4.

ED 348 558

## **National Education Goals 1990**

Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5.

ED 348 823

Educational Reform in an Era of Disinformation.

ED 348 710

The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.

ED 348 542

Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4.

ED 348 822

Increasing the High School Graduation Rate: National Education Goal 2 and Students with Disabilities. Brief Report 3.

ED 348 821

Indiana 2000: Indiana Progress Report, National Education Goals.

ED 348 736

Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals.

ED 348 722

National Education Goals: Can We Afford Them?

ED 348 734

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.

ED 348 825

Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6.

ED 348 824

Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2.

ED 348 820

Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals.

ED 348 775

## **National Education Longitudinal Study**

### **1988**

Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report.

ED 349 369

National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.

ED 349 340

Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey.

ED 349 327

## **National Engineering Education Delivery**

### **System**

NEEDS (The National Engineering Education Delivery System): If We Build It (According to Standards) They Will Come!

ED 349 020

## **National English Literacy Dem Prog LEP**

### **Adults**

Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy.

ED 348 894

## **National Geographic Kids Network**

Electronic Communities of Learners: Fact or Fiction.

ED 348 990

## **National Longitudinal Study High School Class 1972**

NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum.

ED 349 341

## **National Programs**

FORCE Containing Vocational Training in Europe. Vademecum.

ED 348 468

The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration.

ED 349 348

## **National Research and Education Network**

Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991).

ED 349 021

## **National Surveys**

National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.

ED 349 340

NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum.

ED 349 341

Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.

ED 349 332

Sourcebook of Arts Statistics: 1989. 1992 Addendum.

ED 349 240

What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data.

ED 349 314

## **National Technical Institute for the Deaf**

Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA).

ED 348 969

## **National Tsing Hua University (Taiwan)**

Theory-Based Interactive Videodisc for EFL Learning: Design Considerations.

ED 348 884

## **Native Americans**

Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide.

ED 349 177

## **Native Language Instruction**

Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991).

ED 349 131

## **Native Speakers**

Un corpus de français parlé. Montreal 84: Historique, méthodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1.

ED 348 875

## **Naturalistic Observation**

The Professional Artist's Thinking Style: An In-Depth Study.

ED 349 219

## **NCTM Professional Standards for Teaching Math**

The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report.

ED 349 170

## **Nebraska**

Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska.

ED 348 555

A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988).

ED 348 740

## **Needs Assessment**

Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.

ED 348 830

Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study.

ED 348 831

Developing a Strategic Plan for Library Space Needs through 2010.

ED 349 024

An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program.

ED 348 749

Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study.

ED 348 832

Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study.

ED 348 833

State Plan for Autism and Pervasive Developmental Disorders.

ED 348 799

## **Negotiation Impasses**

Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining.

ED 348 751

## **Neonates**

Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.

ED 349 088

## **Nested Spiral Approach**

Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach.

ED 348 860

## **Network for Drug Free Colleges**

Project Daylight.

ED 348 899

## **Networks**

Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989).

ED 348 518

## **Neumann College PA**

Partners in Learning: The Division of Education and Elementary School Connection.

ED 349 272

## **New American Schools Development Corporation**

New American Schools and the New World Order.

ED 348 715

## **New Federalism**

State and Children: Relating Policy, Practice, and Finance at the State Level.

ED 348 714

## **New Hampshire Mentor Teacher Project**

The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.

ED 349 276

## **New Horizons Program IA**

Planning/Evaluation Report for 1990-91: New Horizons Program.

ED 349 090

## **New Mexico**

Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of

RIE JAN 1993

## Subject Index

- Education and a Call for Action from the Middle Level Advisory Committee. ED 348 726
- Problems from Alcohol Use in Two Hispanic Youth Populations. ED 349 282
- New York**
- Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records. ED 349 249
- New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91. ED 348 794
- New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System. ED 349 328
- New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts. ED 349 313
- Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy. ED 349 115
- Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2. ED 348 903
- New York City Board of Education**
- Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services. ED 349 347
- Newark School System NJ**
- An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change. ED 349 352
- NeXT Computer**
- Desktop Video: Multi-Media on the NeXT Computer. ED 348 964
- Nineteenth Century Rhetoric**
- Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition. ED 348 685
- Noncategorical Education**
- Special Education Teacher Certification Trends: A National Survey. ED 348 786
- Nonformal Education**
- Without Women No Development: Selected Case Studies from Asia of Non-Formal Education for Women. ED 349 196
- Nongraded Instructional Grouping**
- How To Change to a Nongraded School. ED 348 719
- Nonprofit Organizations**
- Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations. ED 349 063
- Nontraditional Education**
- How To Untrack Your School. ED 348 752
- Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services. ED 349 347
- Nontraditional Occupations**
- Building Gender Fairness in Schools. ED 348 562
- Females in Vocational Education: Reflections of the Labor Market. ED 348 547
- Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989. ED 348 544
- It's Our Shop, Too! A Study of Students in Nontraditional Occupations in Connecticut's Vocational-Technical Schools. ED 348 545

- Recruitment Strategies for Women in Nontraditional Careers. Adapted from Fair Recruitment Model and Strategies. ED 348 592
- Strategies for Success: Recruiting Students into Nontraditional Programs. ED 348 546

## Nontraditional Students

- Academic Libraries as Dynamic Classrooms. ED 349 014
- The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention. ED 348 907
- Policies and Practices To Meet the Needs of Older, Part-Time Students. ED 348 915
- Returning to College: A Resource and Planning Guide for CSUH Adult Students. ED 348 923

## Normalization (Handicapped)

- Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study. ED 348 830

## North Carolina

- The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions. ED 348 514
- Computer Competencies for All Educators in North Carolina Public Schools. Revised. ED 348 954

## North Dakota University System

- North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education. ED 348 945

## Northland Pioneer College AZ

- Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology. ED 348 992
- Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor. ED 348 996

## Northwest Territories (Yellowknife)

- Yellowknife, the Capital of the N.W.T.: A Language Development Unit for Social Studies. ED 349 255

## Norwalk Mentor Program CT

- How To Start a Student Mentor Program. Fast-back 333. ED 348 621

## Nurses

- Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients. ED 349 047
- Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft. ED 349 088

## Nursing Education

- Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients. ED 349 047
- Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting. ED 349 048
- Nursing Predictors Study, Phase One. ED 349 036

## Nutrition

- Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990). ED 349 121
- Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents. ED 349 120
- Northern Nutrition. ED 349 130

## On the Job Training

199

## Object Permanence

- Towards an Ecology of Mind. ED 349 084

## Occupational Information

- The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation. ED 348 506

- Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy. ED 348 508

- Occupational Profiles in the European Steel Industry. ED 348 504

- Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis. ED 348 505

- Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research. ED 348 492

- The Principal as Orchestral Conductor. ED 348 718

- Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal. ED 348 510

## Occupational Math Requirements Assessment

- Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research. ED 348 492

## Occupational Mobility

- The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation. ED 348 506

## Occupational Segregation

- Females in Vocational Education: Reflections of the Labor Market. ED 348 547

## Occupational Surveys

- New Faculty Survey Instrument. ED 348 900

## Office of Special Educ Rehabilitative Services

- Inclusion. ED 348 806

## Ohio (Summit County)

- Adult Literacy: An Evaluation of a Successful Program. ED 348 515

## Older Adults

- Accessing the Senior Citizen Student. ED 349 067
- Guidelines for the Productive Employment of Older Adults in Child Care. ED 349 099
- Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study. ED 348 832
- Intergenerational Relations: Older Adults and Youth. County Extension Program Guide. ED 349 138
- Long-Term Unemployed and the Elderly in Migrant Communities in Europe. ED 349 154

## On the Job Training

- Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2. ED 348 524
- The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives. ED 348 552
- Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Edu-

- education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers. ED 348 525
- Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom. ED 348 526
- One Parent Family**  
Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program. ED 348 533
- Project GROW. Final Project Report, January 1989 to June 30, 1989. ED 348 467
- One Person Libraries**  
Managing the One Person Library in Rural Northeastern Arizona. ED 348 993
- Ong (Walter J)**  
Real Time Literacy. ED 348 652
- Online Catalogs**  
Henry Whittemore Library Workbook. Basic Research Guide and Workbook. ED 349 016
- Online Searching**  
Henry Whittemore Library Workbook. Basic Research Guide and Workbook. ED 349 016
- Outline of Standards for Migration to Integrated Online System. ED 349 009
- Ontario**  
Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance apprise: Un rapport de quatre ateliers sur la formation a distance tenus en fevrier 1991. ED 349 149
- Practices of Effective CEO's: A Preliminary Discussion. ED 348 713
- Teacher Purpose and Educational Change: Moving toward a Broader Agenda. ED 348 767
- Open Education**  
Motivational Profiles of Adult Learners in Relation to Self-Directed Learning. ED 348 548
- Open Universities**  
The Role of Media Technology within the Proposed Open University of Tanzania. ED 348 958
- Operating Expenses**  
Audit Report of Erie Community College. Report 92-S-46. ED 349 038
- Support Budget 1991-92. ED 348 918
- Opinions**  
ERIC User Survey. Report. ED 349 032
- Optimum Allocation Analysis**  
A Decision-Making Analysis of Fund Raising Options in a Public Community College. ED 349 065
- Oral Language**  
Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child. ED 348 846
- "The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language. ED 348 842
- Conversation as Listening Material: The Prosodic Bases of Difficulty. ED 348 848
- Grading and Professionalism in ELT. ED 348 841
- Interpretations and Explanations in Discourse: Modes of Advising in Family Planning. ED 348 845
- Language Production-Language Contact: The Significance of Learners' Speech. ED 348 843

- Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1. ED 348 840
- Towards an Alternative Model of Second Language Learning. ED 348 844
- Un corpus de francais parle. Montreal 84: Historique, methodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1. ED 348 875
- Where Does Language Aptitude Come From? ED 348 849
- Oral Proficiency Testing**  
Testing the Language Proficiency of Bilingual Teachers. ED 348 872
- Oral Reading**  
Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading. ED 348 696
- Orality**  
"Declassicizing" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance. ED 348 695
- Real Time Literacy. ED 348 652
- Oregon**  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989. ED 348 956
- Homework: How Effective? How Much To Assign? The Need for Clear Policies. ED 348 754
- Innovation and the Process of Change: A Case Study in Distance Education. ED 348 967
- Oregon Traffic Patrol Manual for Schools, Revised. ED 348 748
- Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School. ED 348 744
- Organizational Change**  
Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender. ED 348 712
- Restructuring Schools: New Tensions and Dilemmas for Teachers. ED 349 300
- The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community. ED 349 277
- Organizational Climate**  
Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender. ED 348 712
- Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School. ED 348 744
- Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15. ED 349 050
- Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development. ED 348 768
- Organizational Communication**  
In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training. ED 348 702
- Organizational Development**  
How To Change to a Nongraded School. ED 348 719
- Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers. ED 348 746
- School Change Models and Processes: A Review of Research and Practice. ED 348 758

- Organizational Effectiveness**  
Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers. ED 349 274
- Outcomes of Education**  
At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools. ED 349 365
- Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration. ED 348 560
- Educational Reform in an Era of Disinformation. ED 348 710
- The Effectiveness of Special Education in Developing Life Skills of Students. ED 348 798
- Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project. ED 348 579
- Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8. ED 349 045
- Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10. ED 349 042
- Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92. ED 349 074
- The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel. ED 348 542
- New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System. ED 349 328
- Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction. ED 349 294
- Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison. ED 348 512
- Relationships between a Prekindergarten Intervention Program and School Success. ED 349 104
- Stability of Teachers' Classroom Instruction across Classes and Time of Observation. ED 349 310
- State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities. ED 348 805
- A Student Outcomes Model for Community Colleges-Measuring Institutional Effectiveness. ED 349 072
- What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data. ED 349 314
- Outcomes of Treatment**  
Increasing the Effectiveness of In-Home Behavior Intervention. ED 348 788
- Outdoor Activities**  
Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance. ED 349 147
- Outreach Programs**  
A Summons for Teacher Educators! Get off the Campus and into the Community! ED 349 263
- Overseas Employment**  
Internationalizing Career Planning: A New Perspective for College Career Centers. ED 348 624
- Pacific Region**  
Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988). ED 348 559
- Packaging**



- Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making. ED 349 172
- Parent Attitudes**  
Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III. ED 349 111  
The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. ED 349 089  
The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation. ED 349 086
- Parent Child Relationship**  
Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child. ED 348 846  
Behavior Management for Young Children. ED 349 108  
Children's Birth Order as a Mediator in Responses by Mothers and Siblings. ED 349 078  
Familial Risk and Protective Factors Influencing Adolescent Mental Health. ED 349 105  
Getting Your Child Ready for School...and the School Ready for Your Child. ED 348 727  
Latino Families and the Schools. ED 349 134  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change. ED 349 096  
Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures. ED 349 101  
Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women. ED 348 639  
Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks. ED 348 603
- Parent Education**  
Increasing the Effectiveness of In-Home Behavior Intervention. ED 348 788
- Parent Expectations**  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change. ED 349 096
- Parent Influence**  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change. ED 349 096  
Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support. ED 348 759  
Where Are the Fathers in Family Literacy? Final Report. Project #98-1032. ED 348 474
- Parent Participation**  
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners. ED 349 117  
Family Empowerment. ED 348 793  
Integration and Experience in the Secondary Curriculum. ED 349 152  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349  
Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group. ED 348 816  
Mexican-American and Anglo-American Parental Involvement with a Public Elementary School. ED 349 146  
Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy. ED 349 115  
The Power Hour of Homework Survey. ED 349 345  
School Choice: Doing It Right. Answers for Policymakers.
- Strategies for Success: Recruiting Students into Nontraditional Programs. ED 348 742  
Teachers' Communication Skills: The Key to Successful Parent Involvement. ED 348 706  
Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support. ED 348 759
- Parent Rights**  
Setting Your Course in ECL: A Rights Handbook for Families with Children in the Texas Early Childhood Education Program. ED 348 778
- Parent Role**  
Getting Your Child Ready for School...and the School Ready for Your Child. ED 348 727  
Motivation in Education. ED 349 298  
Surrogate Parents in California Special Education: An Overview. ED 348 803  
Surrogate Parents in California Special Education: A Resource Notebook. ED 348 804
- Parent School Relationship**  
Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities. ED 349 145  
Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage. ED 349 126  
Mexican-American and Anglo-American Parental Involvement with a Public Elementary School. ED 349 146
- Parent Student Relationship**  
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners. ED 349 117  
The Little Things Make a Big Difference: How To Help Your Children Succeed in School. ED 349 100
- Parent Teacher Cooperation**  
Teachers' Communication Skills: The Key to Successful Parent Involvement. ED 348 706
- Parental Involvement Program**  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349
- Parents**  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change. ED 349 096
- Parents as Teachers**  
America's Smallest School: The Family. Policy Information Report. ED 349 320  
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners. ED 349 117  
Community of Learners. ED 349 210  
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers. ED 348 889  
Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies. ED 348 655
- Parsimony (Statistics)**  
Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony. ED 349 316
- Part Time Faculty**  
The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico. ED 348 698  
CSU Faculty Workload Study. Final Report. ED 348 917
- Part Time Students**  
Policies and Practices To Meet the Needs of Older, Part-Time Students. ED 348 915
- Participant Satisfaction**  
Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8. ED 349 045  
Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10. ED 349 042  
Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92. ED 349 074
- Participative Decision Making**  
A Collaborative Venture in Preservice Education: Participant Practices and Learnings. ED 349 269  
Implementing School-Based Management in Urban Settings. ED 349 344  
The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust. ED 349 268  
Partners in Learning: The Division of Education and Elementary School Connection. ED 349 272  
Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach. ED 349 270  
Restructuring Schools: New Tensions and Dilemmas for Teachers. ED 349 300  
The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community. ED 349 277
- Partnerships in Education**  
Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies. ED 348 499  
The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration. ED 349 348  
A Partnership Approach to Industrial Technology Education. ED 348 573  
Partners in Learning: The Division of Education and Elementary School Connection. ED 349 272
- Pasco County School District FL**  
An Empirical Validation of a Management Construct for District Level Supervisors. ED 348 745
- Pass Rates**  
Student Success and Instructor Pass Rates. ED 349 077
- Patents**  
Hidden Treasures for Science Teaching: United States Patents. ED 349 162
- Patients**  
Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients. ED 349 047
- Patriotism**  
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism. ED 349 248
- Paying for College**  
Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide. ED 348 929  
Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2. ED 349 043
- Peace**  
Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members. ED 349 190  
Intifada: Voices of the People in the Arab-Israeli

- Conflict.  
ED 349 187
- Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.  
ED 349 106
- Peace Corps**  
Language Learning Strategies for Peace Corps Volunteers.  
ED 348 877
- Peace Corps: Urban Development Programming Guidelines.  
ED 349 362
- Peace Psychology**  
Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members.  
ED 349 190
- Peer Teaching**  
Improving the Writing of Underachieving Ninth Graders through Peer Tutoring.  
ED 348 679
- Peninsula Academies Program**  
Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.  
ED 348 560
- Pennsylvania**  
Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals.  
ED 348 722
- Performance**  
The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.  
ED 348 987
- Feasibility of an International Standard on Library Performance Measures.  
ED 349 023
- Performance Based Evaluation**  
Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.  
ED 349 125
- Integrating Curriculum and Assessment: A Workshop Guide.  
ED 349 317
- Portfolio Assessment: Implementation and Use at an Elementary Level.  
ED 349 330
- Performance Factors**  
Accountability for Vocational Education: A Practitioner's Guide.  
ED 348 570
- Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs.  
ED 349 280
- A New Strategic Direction for the AAHSLD Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I.  
ED 348 994
- Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986.  
ED 348 921
- Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children.  
ED 349 116
- Perinatal Influences**  
Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.  
ED 349 088
- Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure.  
ED 348 800
- Personal Autonomy**  
Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support.  
ED 348 759
- Personal Narratives**
- Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students.  
ED 348 681
- Storytelling: The Original Narrative.  
ED 348 697
- Personnel Evaluation**  
Assessing the Productivity of Vocational/Technical Graduates.  
ED 348 480
- Service Excellence: An AV Training Program for Student-Assistant Staff.  
ED 348 948
- Personnel Policy**  
Retirement and Retiree Health Benefits Provisions Survey, 1990-91.  
ED 348 739
- Personnel Selection**  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications.  
ED 348 906
- The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report.  
ED 348 913
- Perspective Taking**  
Do Children Believe in Their Own Believability?  
ED 349 079
- Persuasive Discourse**  
Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives.  
ED 348 669
- Persuasive Strategies**  
The A.I.D.A. Plan and the Writing of Sales Letters.  
ED 348 886
- Philanthropic Foundations**  
Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations.  
ED 349 063
- Philosophy of Science**  
Interdisciplinary Approaches to Science Education: A Cognitive Analysis.  
ED 349 157
- Physical Disabilities**  
Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.  
ED 348 830
- Transportation. The Neglected Related Service.  
ED 348 782
- Physical Education**  
The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children.  
ED 348 784
- Use of Interactive Videodisc Technology in a Physical Education Methods Class.  
ED 348 936
- Physical Environment**  
What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8.  
ED 349 247
- Physical Health**  
Northern Nutrition.  
ED 349 130
- Plagiarism**  
Academic Integrity-A Review and Case Study.  
ED 349 060
- Planning**  
Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report.  
ED 349 008
- A Study of Will and Going To in Plans and Predictions.  
ED 348 859
- Plant Propagation**  
Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.  
ED 348 478
- Play**
- The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting.  
ED 349 118
- Poetry**  
Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.  
ED 348 694//
- Lorna Dee Cervantes: A Writer in the Margins.  
ED 348 678
- Policy Capturing Method**  
Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.  
ED 349 321
- Policy Formation**  
Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.  
ED 348 724
- A Decision-Making Analysis of Fund Raising Options in a Public Community College.  
ED 349 065
- Diversity in Teacher Education: New Expectations.  
ED 349 312//
- Ethical Use of Information Technologies in Education: Important Issues for America's Schools.  
ED 348 989
- Financing Rural Library Services: A Comparative Analysis.  
ED 349 025
- FORCE Containing Vocational Training in Europe. Vademecum.  
ED 348 468
- The Great Balancing Act.  
ED 349 002
- Homework: How Effective? How Much To Assign? The Need for Clear Policies.  
ED 348 754
- Knowledge Communities and Information Network Policies.  
ED 349 003
- Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations.  
ED 349 304
- School Restructuring and the Gap between Policy and Practice.  
ED 348 753
- Serving Students with Special Health Care Needs.  
ED 348 815
- Status of States' Progress in Implementing Part H of IDEA: Report #4.  
ED 348 811
- Ten Lessons about Regulation and Schooling. Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs.  
ED 348 729
- Political Influences**  
Project Real World: Economic Living Skills for High School Students. Module I, The Canadian Marketplace and You.  
ED 348 469
- Political Issues**  
Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991).  
ED 349 085
- Political Power**  
Democratizing English as an International Language.  
ED 348 692
- Political Socialization**  
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism.  
ED 349 248
- Politics of Education**  
Democratizing English as an International Language.  
ED 348 692
- Perspectives on Literacy Assessment in Australia.  
ED 348 654
- Popular Culture**  
[Lawyers and Litigation in the Popular Culture.]  
ED 348 654

## Subject Index

- Population Education** ED 349 191  
The Baby Boom-Entering Midlife. ED 349 198
- Population Trends**  
The Baby Boom-Entering Midlife. ED 349 198  
Population: A Lively Introduction. ED 349 199
- Portfolios (Background Materials)**  
Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1. ED 348 656  
Portfolio Assessment: Implementation and Use at an Elementary Level. ED 349 330  
What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15. ED 348 657
- Portugal**  
Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal. ED 348 510
- Postsecondary Education Transcript Study**  
NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum. ED 349 341
- Posttraumatic Stress Disorder**  
Cultural Disintegration Perpetuated through Substance Abuse among American Indians. ED 348 590
- Potential Dropouts**  
Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report. ED 349 369  
Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness. ED 348 733
- Power Structure**  
To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training. ED 348 674
- Preadolescents**  
Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of Education and a Call for Action from the Middle Level Advisory Committee. ED 348 726  
Right in the Middle. ED 348 725
- Prediction**  
A Study of Will and Going To in Plans and Predictions. ED 348 859
- Predictive Validity**  
Student Success and Instructor Pass Rates. ED 349 077
- Predictor Variables**  
Nursing Predictors Study, Phase One. ED 349 036  
School Size Effects on Educational Attainment and Ability. ED 348 743
- Prefixes (Grammar)**  
Vocabulary Enrichment: Technology to the Rescue! ED 348 646
- Pregnancy**  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version. ED 349 353
- Premature Infants**  
Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures. ED 349 101  
Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft. ED 349 088
- Prenatal Influences**

R1E JAN 1993

Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure. ED 348 800

**Preschool Children**  
At Risk-Language Minority Preschool Children. ED 348 866  
The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting. ED 349 118

**Preschool Education**  
Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education. ED 349 081  
Estimating the Costs of Providing Early Intervention and Preschool Special Education Services. ED 348 783  
Preschool Children with Disabilities in Sweden. ED 348 797  
Relationships between a Prekindergarten Intervention Program and School Success. ED 349 104  
Success Starts Young: Expanding the Promise of the Illinois Preschool Program. ED 349 114

**Preschool Evaluation**  
Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education. ED 349 081

**Preschool Teachers**  
Issues on Teacher Certification in Kentucky. ED 349 109

**Preservation**  
Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991). ED 349 019  
Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image. ED 349 011

**Preservice Teacher Education**  
Alternative Teacher Certification. Policy Briefs No. 17. ED 349 311  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook. ED 349 266  
Building Consensus: Articulating a Knowledge Base for Teacher Education. ED 349 275  
Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University. ED 349 264  
The Education of Teachers. A Bibliography. ED 349 279  
Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature. ED 349 261  
Increasing Fidelity between Faculty and Field in Teacher Education-Reconceptualized Institutional Settings, Programs and Roles. ED 349 284  
Instruction in Teacher Education: A Descriptive Study of Cooperative Learning. ED 349 297  
Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers. ED 349 175

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component. ED 349 181  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component. ED 349 182  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview. ED 349 180  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component.

## Private Sector 203

The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program. ED 349 184

**Presidents of the United States**  
Assault on Liberty: The Record of the Reagan-Bush Courts. ED 349 250

**Prevention**  
Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7. ED 348 825  
The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus. ED 348 607

**Primary Sources**  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records. ED 349 249

**Principals**  
Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance approuvoise: Un rapport de quatre ateliers sur la formation a distance tenus en fevrier 1991. ED 349 149  
Certificated Personnel and Related Information, Fall 1991. ED 349 326  
Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990). ED 348 709

Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program. ED 348 773  
Leadership for School Quality-Personal Challenge, the Missing Factor. ED 348 772  
The Principal as Orchestral Conductor. ED 348 718

Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School. ED 348 744  
Translating a School Improvement Agenda into Practice: A Social Interaction Perspective to the Principals. ED 348 766  
Using School-Site, Contextual Research: Contributions to a New EA Paradigm. ED 348 765

**Principle of the Alphabet Literacy System**  
Adult Literacy: An Evaluation of a Successful Program. ED 348 515

**Print Media**  
Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities. ED 348 643

**Prior Learning**  
Life Histories and the Transition to Teaching as a Second Career. ED 349 285  
Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition. ED 348 879

**Private Financial Support**  
Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations. ED 349 063  
A Decision-Making Analysis of Fund Raising Options in a Public Community College. ED 349 065  
Introducing Chinese into High Schools: The Dodge Initiative. ED 348 871

**Private Sector**  
Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3.



- Probationary Period**  
Juvenile Delinquency: A Study of Massachusetts Juvenile Probationers. ED 348 608
- PROBE Program**  
Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program. ED 348 594
- Problem Representation**  
Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming. ED 348 981
- Problem Solving**  
Biology Diagrams: Tools To Think With. ED 349 158  
Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage. ED 349 123  
The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance. ED 348 987  
Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming. ED 348 981  
Exploratory Problems in Mathematics. ED 349 169  
Feedback as a "Zone of Proximal Development." ED 349 159  
The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science. ED 349 331  
The Manifestation of Classroom Experience in the Problem Solving of Teachers. ED 349 299  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component. ED 349 181  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component. ED 349 182  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview. ED 349 180  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component. ED 349 183  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component. ED 349 184  
Problem Solving and Critical Thinking for Computer Science Educators. ED 348 971  
Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You. ED 348 470  
Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures. ED 349 168  
Word Problems: Comprehending the Problem in Fourth Grade. ED 348 662
- Problem Structure**  
Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures. ED 349 168
- Process Approach (Writing)**  
Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8. ED 348 694//  
Improving Language Arts Skills at the Elementary School Level. ED 348 683  
TAAS and the Writing Process: A Composition Handbook. Grades 3 through 5. ED 348 675
- Productivity**  
Assessing the Productivity of Vocational/Technical Graduates. ED 348 480  
Education from a Workplace Perspective: Issues of Self-Management. ED 348 717  
Nebraska Information Partnerships. A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991). ED 349 028  
Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology, U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991). ED 348 538
- Professional Autonomy**  
Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School. ED 348 744  
Restructuring Schools: New Tensions and Dilemmas for Teachers. ED 349 300  
Using School-Site, Contextual Research: Contributions to a New EA Paradigm. ED 348 765
- Professional Development**  
Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113  
Career Progression in Early Care and Education: A Discussion Paper. ED 349 112  
Ideas for Teacher Collaboration. What Happens When Teachers Collaborate? ED 348 535  
Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers. ED 348 746  
Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program. ED 348 773  
Leadership for School Quality—Personal Challenge, the Missing Factor. ED 348 772  
Leadership from the Classroom: Women Teachers as a Key to School Reform. ED 348 771  
Looking Back at Myself: A Soliloquy about Caring and Controlling. ED 348 763  
The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development. ED 348 721  
Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors. ED 348 747
- Professional Development Schools**  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook. ED 349 266
- Professional Occupations**  
The Question of Teacher Professionalism. ED 349 291
- Professional Orientation**  
The Question of Teacher Professionalism. ED 349 291
- Professional Personnel**  
Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent. ED 349 265
- Professional Recognition**  
Critique of Student Development Literature. ED 348 597  
The Professionalization of Teachers—The State of the Theoretical Art in Germany. ED 349 295
- Professional Training**  
Reflections of Columbia 1968: Preparation for a Profession. ED 349 012
- Professionalism**  
Grading and Professionalism in ELT. ED 348 841
- Professionalization of Teaching**  
The Professionalization of Teachers—The State of the Theoretical Art in Germany. ED 349 295  
The Question of Teacher Professionalism. ED 349 291
- Profiles**  
New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts. ED 349 313  
Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis. ED 348 505  
Outstanding Women Athletes: Who They Are and How They Influenced Sports in America. ED 349 286//  
A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988. ED 349 367  
Snapshot '91: 1990-91 School District Profiles. ED 349 329
- Program Administration**  
Bilingual Education: A Resource Guide for Educators and Administrators. ED 348 863  
The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives. ED 348 552
- Program Budgeting**  
The Changing Atmosphere for Research among Graduate Students. ED 348 926
- Program Costs**  
Adult Literacy: An Evaluation of a Successful Program. ED 348 515
- Program Descriptions**  
Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991. ED 349 173  
At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4. ED 349 102  
The McKinney Act: A Program Guide. ED 349 346  
1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation. ED 349 333
- Program Design**  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349  
Scholars in the Schools: Implementation Handbook. ED 349 200
- Program Development**  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook. ED 349 266  
Beginning the Computer Community: Establishing a Computer Writing Classroom. ED 348 690  
California Programs and Services for Students with Serious Emotional Disturbances. ED 348 802  
Changing Kindergartens: Four Success Stories. ED 349 083  
Developing Workplace Literacy Programs. ED 348 578  
Development of the Graduate Secondary Teacher

Education Program at Seattle Pacific University.

ED 349 264

Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.

ED 348 828

Getting Started: How Choice Can Renew Your Public Schools.

ED 348 756

A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program.

ED 348 580

Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers.

ED 348 746

Libraries and Literacy: A Program Planning Manual for Missouri Librarians.

ED 349 006

A Partnership Approach to Industrial Technology Education.

ED 348 573

Partnerships in Literacy: A Guide for Community Organization and Program Development.

ED 348 561

Peace Corps: Urban Development Programming Guidelines.

ED 349 362

Preschool Children with Disabilities in Sweden.

ED 348 797

Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.

ED 348 835

The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program.

ED 349 262

Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9.

ED 349 254

#### Program Effectiveness

Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy.

ED 348 894

Career Magnets: Interviews with Students and Staff.

ED 348 531

Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education.

ED 349 081

The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations.

ED 349 098

A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania.

ED 349 039

Developing Effective Drug Education Programs. Fastback 332.

ED 348 620

Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness.

ED 348 733

Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.

ED 348 560

Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report.

ED 349 087

Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance.

ED 349 271

The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.

ED 349 089

Mentoring Programs for Urban Youth: Handle With Care.

ED 349 368

Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986.

Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.

ED 349 049

What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992).

ED 348 755

#### Program Evaluation

The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report.

ED 348 951

Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.

ED 348 976

Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports.

ED 348 939

The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).

ED 348 576

The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.

ED 348 577

Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report.

ED 349 087

Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.

ED 348 579

Evaluation of Chapter 1 in Arkansas, 1989-90.

ED 348 741

The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation.

ED 349 086

FLES Program Evaluation: Rationale and Procedural Design.

ED 348 854

The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment.

ED 349 189

Linking Planning and Evaluation: Review and Synthesis of Literature.

ED 348 572

Measuring Child Care Quality.

ED 349 092

The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation.

ED 349 222

Planning/Evaluation Report for 1990-91: New Horizons Program.

ED 349 090

The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.

ED 349 339

Success Starts Young: Expanding the Promise of the Illinois Preschool Program.

ED 349 114

#### Program Implementation

Beginning the Computer Community: Establishing a Computer Writing Classroom.

ED 348 690

Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6.

ED 348 952

Career Development Systems in Early Care and Education: A Planning Approach.

ED 349 113

Case Management in Maryland's Tomorrow.

ED 348 534

Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College.

ED 349 068

Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness.

ED 348 733

Great Lakes Environmental Education. Special Report.

ED 349 156//

Implementing School-Based Management in Urban Settings.

ED 349 344

Innovation and the Process of Change: A Case Study in Distance Education.

ED 348 967

Libraries and Literacy: A Program Planning Manual for Missouri Librarians.

ED 349 006

The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.

ED 349 276

Partnerships in Literacy: A Guide for Community Organization and Program Development.

ED 348 561

The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation.

ED 349 222

Quality in Education.

ED 349 046

Scholars in the Schools: Implementation Handbook.

ED 349 200

Status of States' Progress in Implementing Part H of IDEA: Report #4.

ED 348 811

Strategies for School-Age Child Care in Texas.

ED 349 082

Teacher Purpose and Educational Change: Moving toward a Broader Agenda.

ED 348 767

The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.

ED 349 225

Workplace Literacy. Project SIDE. Procedural Report.

ED 348 550

#### Program Improvement

Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities.

ED 349 145

GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate of the Congressional Budget Office.]

ED 348 536

Increasing Fidelity between Faculty and Field in Teacher Education-Reconceptualized Institutional Settings, Programs and Roles.

ED 349 284

Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986.

ED 348 921

#### Programmed Instruction

Use of Interactive Videodisc Technology in a Physical Education Methods Class.

ED 348 936

#### Programmed Instructional Materials

Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172.

ED 348 761

#### Programming

The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.

ED 348 987

Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.

ED 348 981

Field Independence and Programming Achievement: A Meta-Analysis.

ED 348 983

#### Project COFFEE

Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.

ED 348 560

#### Project GROW KY

Project GROW. Final Project Report, January 1989 to June 30, 1989.

ED 348 467

#### Project Head Start

Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education.

ED 349 081

#### Project THISTLE

- An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change. ED 349 352
- Promising Practices**  
Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals. ED 348 775
- Proofreading**  
Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading. ED 348 696
- Proprietary Schools**  
Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education. ED 348 497  
Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska. ED 348 555
- Protege Mentor Relationship**  
Mentoring Programs for Urban Youth: Handle With Care. ED 349 368
- Protocol Analysis**  
Biology Diagrams: Tools To Think With. ED 349 158  
The Manifestation of Classroom Experience in the Problem Solving of Teachers. ED 349 299
- Protocol Materials**  
New Faculty Interview Protocol. ED 348 901
- Psychoeducational Methods**  
Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports. ED 349 322//
- Psychological Characteristics**  
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students. ED 349 364
- Psychological Testing**  
Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports. ED 349 322//
- Psychologists**  
Counseling Psychologists' Attitudes and Knowledge about Alcoholism. ED 348 589  
Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members. ED 349 190  
Development and Yearning: Cognitive Aspects of Spiritual Development. ED 348 586
- Psychology**  
The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks. ED 348 584  
Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members. ED 349 190  
QUANTA: An Interdisciplinary Learning Community (Four Studies). ED 349 073
- Psychopathology**  
Dissociative Reactions to Incest. ED 348 606
- Public Agencies**  
Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database. ED 349 031  
Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992). ED 349 094
- Public Education**  
Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990. ED 348 735  
Educational Reform in an Era of Disinformation. ED 348 710  
Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals. ED 348 722
- Public Health**  
Children and Health Insurance. Special Report. ED 349 097  
Medicaid and Childhood Immunizations: A National Study. ED 349 093
- Public Libraries**  
Financing Rural Library Services: A Comparative Analysis. ED 349 025  
Microcomputers in School and Public Libraries: A Directory. ED 349 022  
National Opinion Poll on Library Issues: Fall 1991. ED 349 030  
Output Measures for Public Library Service to Children. A Manual of Standardized Procedures. ED 348 991  
Planning for Accessibility. ED 348 995  
What Is the Role of the Public Library? ED 349 029
- Public Opinion**  
Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities. ED 349 145  
National Opinion Poll on Library Issues: Fall 1991. ED 349 030  
Perceptions of Johnson County Community College by Residents of Johnson County. [Revised.] ED 349 051
- Public Policy**  
At Risk—Language Minority Preschool Children. ED 348 866  
Emerging Telecommunications Technologies (Part 2). Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce on H.R. 1407, a Bill To Establish Procedures To Improve the Allocation and Assignment to the Electromagnetic Spectrum. House of Representatives, One Hundred Second Congress, First Session. ED 348 965  
Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990). ED 348 998  
Planning for Accessibility. ED 348 995  
Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991). ED 349 021  
Taking Steps for Children: A Citizen's Guide to Child Policy. ED 349 107  
Vocational Training in the Tourist Industry. ED 348 511
- Public Schools**  
A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality. ED 348 732  
Computer Competencies for All Educators in North Carolina Public Schools. Revised. ED 348 954  
Ethical Education in American Public Schools. Reference & Resource Series. ED 349 256  
Getting Started: How Choice Can Renew Your Public Schools. ED 348 756  
Handbook for Technology Planning in Texas Public Schools.
- Mexican-American and Anglo-American Parental Involvement with a Public Elementary School. ED 349 146  
Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27. ED 348 760  
New American Schools and the New World Order. ED 348 715  
New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts. ED 349 313  
Pupil Membership and Related Information, Fall 1991. ED 349 325  
School Choice: Doing It Right. Answers for Policymakers. ED 348 742  
Snapshot '91: 1990-91 School District Profiles. ED 349 329  
A Study of Public School Medical Assistance Pilot Program: Article 82. ED 348 817
- Public Services**  
Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services. ED 349 347
- Public Speaking**  
Is What We Have, What We Want?: A Critical Review of Selected Basic Course Textbooks. ED 348 704
- Public Support**  
Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990). ED 348 998
- Publicity**  
Strategies for Success: Recruiting Students into Nontraditional Programs. ED 348 546
- Publishing Industry**  
Evolving Knowledge Resource Access Systems. ED 349 000
- Puerto Ricans**  
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners. ED 349 117
- Pupil Personnel Services**  
Case Management in Maryland's Tomorrow. ED 348 534  
A Study of Public School Medical Assistance Pilot Program: Article 82. ED 348 817  
Transportation. The Neglected Related Service. ED 348 782
- Purchasing**  
Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper. ED 348 829  
Payment for Assistive Devices by the Veterans Administration. ED 348 834  
Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills—What Money Can't Buy. ED 348 471
- Qualitative Research**  
Biology Diagrams: Tools To Think With. ED 349 158  
Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. ED 349 308  
Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education. ED 348 947
- Quality Control**  
Occasional Papers in Distance Education: Number 12, Charles Sturt University. ED 348 986



## Subject Index

### Quebec (Montreal)

Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada. ED 348 857

### Question and Answer Exercises

Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. ED 349 308

### Question Answer Reciprocity

Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations. ED 349 309

### Question Types

Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations. ED 349 309

Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. ED 349 308

### Questioning Techniques

Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations. ED 349 309

Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. ED 349 308

### Questionnaires

The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices. ED 349 110

### Racial Bias

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. ED 349 220

### Racial Composition

The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping. ED 349 350

### Racial Differences

Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991. ED 349 173

Challenges of Cultural and Racial Diversity to Counseling: Volume 2. Latin America and the United States. Mexico City Conference Proceedings (June 1990). ED 348 640

### Racial Discrimination

Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989. ED 348 544

A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991). ED 349 360

A Perspective on the Continuing Struggle for Equity. ED 349 359

Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991). ED 349 085

### Radiologic Technologists

Human Resource Development Planning Based on Accreditation Guidelines. ED 348 581

### Raskin (Victor)

Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition. ED 348 879

### Rating Scales

Rating Instructional Conversations: A Guide. Educational Practice Report: 4. ED 348 888

### Ratios (Mathematics)

Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers. ED 348 479

RIE JAN 1993

### Reaction Time

Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations. ED 349 292

### Reader Response

Collaborative Ghost Writing. ED 348 671  
What Do We Teach and How Do We Teach It? ED 348 689

### Reader Text Relationship

Collaborative Ghost Writing. ED 348 671

### Reading Ability

The Literacy Assessment of Second-Language Learners. ED 348 665

Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities. ED 348 643

### Reading Achievement

Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report. ED 349 369

Special Education and the Michigan Educational Assessment Program (MEAP). ED 348 779

### Reading Aloud to Others

The Acquisition of Vocabulary from Reading Stories Aloud. ED 348 661

Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies. ED 348 655

### Reading Comprehension

Finding New Meanings: The Development of Text Reinterpretation Skill. ED 348 648

Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders. ED 348 659

Metacognitive Strategies for Teaching Reading to Elementary Students. ED 348 650

Rating Instructional Conversations: A Guide. Educational Practice Report: 4. ED 348 888

Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 204

### Reading Games

Reap around the State: "Best of Reap" Activities. ED 348 651

### Reading Improvement

Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students. ED 348 927

Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders. ED 348 659

Strategies for Improving Adult Reading Performance. ED 348 503

Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities. ED 348 643

### Reading Instruction

Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report. ED 349 064

Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage. ED 349 122

Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a

## Recreation

207

### Group of First Graders.

Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program. ED 348 659

Language and Literacy: Implications for Enhancing Reading Instruction. ED 348 653

Metacognitive Strategies for Teaching Reading to Elementary Students. ED 348 650

Where Are the Fathers in Family Literacy? Final Report. Project #98-1032. ED 348 474

### Reading Material Selection

Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program. ED 348 660

### Reading Materials

"Dem Wod Mo Saf": Materials for Reading Creole English. ED 348 658

An Existential Description of Reading Methods and Materials in the Content Areas. ED 348 666

### Reading Motivation

Reap around the State: "Best of Reap" Activities. ED 348 651

### Reading Processes

Collaborative Ghost Writing. ED 348 671

### Reading Recovery Projects

Strategies for Improving Adult Reading Performance. ED 348 503

### Reading Research

An Existential Description of Reading Methods and Materials in the Content Areas. ED 348 666

### Reading Skills

Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction. ED 349 294

Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 205

Strategies for Improving Adult Reading Performance. ED 348 503

### Reading Strategies

Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage. ED 349 122

Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students. ED 348 927

### Reading Tests

The Literacy Assessment of Second-Language Learners. ED 348 665

### Reagan Administration

Assault on Liberty: The Record of the Reagan-Bush Courts. ED 349 250

### Reauthorization Legislation

Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session. ED 348 827

### Recidivism

Juvenile Delinquency: A Study of Massachusetts Juvenile Probationers. ED 348 594

### Recreation

Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 479

**Recruitment**

Recruitment Strategies for Women in Nontraditional Careers. Adapted from Fair Recruitment Model and Strategies.

ED 348 592

**Redwood Falls School District MN**

Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.

ED 349 137

**Reentry Students**

The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention.

ED 348 907

Returning to College: A Resource and Planning Guide for CSUH Adult Students.

ED 348 923

**Reference Services**

Librarian Humor in Classroom and Reference.

ED 349 018

**Reflective Thinking**

A Collaborative Venture in Preservice Education: Participant Practices and Learnings.

ED 349 269

Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.

ED 349 301

**Reform Efforts**

Increasing Fidelity between Faculty and Field in Teacher Education-Reconceptualized Institutional Settings, Programs and Roles.

ED 349 284

Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's.

ED 349 289

Restructuring an Urban High School. Fastback 323.

ED 349 366

What's Happening with Educational Assessment?

ED 349 342

**Refugees**

International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America.

ED 349 080

Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.

ED 349 221

**Rehabilitation**

Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.

ED 348 830

Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study.

ED 348 831

Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.

ED 348 828

Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study.

ED 348 832

Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study.

ED 348 833

**Rehabilitation Counseling**

The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus.

ED 348 607

**Reimbursement Programs**

Medicaid and Childhood Immunizations: A National Study.

ED 349 093

**Religion Studies**

Crossroads: Integrated Models for Teaching Ethics and Spirituality.

ED 349 243

Multireligious, Multicultural, and Multiethnic Calendar.

ED 349 212

**Remedial Instruction**

Assessing the Outcomes of Developmental Courses at Johnson County Community College.

ED 349 052

Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students.

ED 348 927

Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.

ED 349 049

**Remedial Mathematics**

Assessing the Outcomes of Developmental Courses at Johnson County Community College.

ED 349 052

**Remedial Reading**

Assessing the Outcomes of Developmental Courses at Johnson County Community College.

ED 349 052

**Research and Development**

The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks.

ED 348 584

The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration.

ED 349 348

**Research Libraries**

Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991).

ED 349 019

Developing a Strategic Plan for Library Space Needs through 2010.

ED 349 024

Evolving Knowledge Resource Access Systems.

ED 349 000

The Great Balancing Act.

ED 349 002

Knowledge Communities and Information Network Policies.

ED 349 003

Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond.

ED 349 013

**Research Needs**

The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.

ED 348 542

Integrating Social Learning Theory with Educating the Deprived.

ED 349 260

Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image.

ED 349 011

**Research Problems**

Profile of District Transfers to the University of California, California State University, and St. Mary's College.

ED 349 066

Student Mobility Rate: A Moving Target.

ED 349 335

**Research Projects**

The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.

ED 349 339

1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation.

ED 349 333

**Research Skills**

Academic Libraries as Dynamic Classrooms.

ED 349 014

Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls.

ED 349 308

**Research Utilization**

IMPACT: How ORE Findings Have Affected

Decisions in Austin and Beyond.

ED 349 334

**Resource Allocation**

Support Budget 1991-92.

ED 348 918

**Resource Centers**

Alberta Literacy Inventory Report.

ED 348 520

A Handbook for Resource Centre Standards and Services.

ED 348 975

**Resource Materials**

Adaptation Scolaire: Bibliographie annotée (Scholastic Adaptation: Annotated Bibliography).

ED 348 776

Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership.

ED 348 494

Library Support for Graduate Education Research and Teaching.

ED 349 007

An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills.

ED 348 855

**Resources in Education**

Resources in Education (RIE). Volume 28, Number 1.

ED 348 466

**Retirement Benefits**

Retirement and Retiree Health Benefits Provisions Survey, 1990-91.

ED 348 739

**Retrenchment**

The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico.

ED 348 698

Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2.

ED 348 903

**Reverse Transfer Students**

Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92.

ED 349 071

Profile of District Transfers to the University of California, California State University, and St. Mary's College.

ED 349 066

**Rewards**

Determining Faculty Attitudes toward Incentives and Rewards.

ED 349 058

**Rhetoric**

"Declassifying" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance.

ED 348 695

Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition.

ED 348 685

Today's Student Is Tomorrow's Citizen.

ED 348 677

**Risk Taking**

College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors.

ED 348 636

**Riverside Community College CA**

Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients.

ED 349 047

**Role of Education**

Long-Term Unemployed and the Elderly in Migrant Communities in Europe.

ED 349 154

**Role Perception**

The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions.

ED 348 514

**Rules and Regulations**

NAGWS Volleyball Rulebook, 1992. Official Rules & Interpretations/Officiating.

ED 349 288

RIE JAN 1993

## Subject Index

### Rural Areas

Financing Rural Library Services: A Comparative Analysis.

ED 349 025

Improving and Extending Rural Library Services in Idaho.

ED 349 001

"Information, Information Everywhere and Not..."

ED 349 026

Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised.

ED 349 227

Scarcity and Survival in El Salvador. Grades Six to Twelve.

ED 349 234

Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology.

ED 348 992

### Rural Development

Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report.

ED 349 144

What Is the Role of the Public Library?

ED 349 029

### Rural Education

Creativity in Crisis.

ED 349 150

Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.

ED 349 137

Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.

ED 348 781

### Rural Schools

Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities.

ED 349 145

A Consolidation Success Story.

ED 349 136

Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172.

ED 348 761

Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools.

ED 349 202

Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.

ED 349 142

Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.

ED 349 143

### Rural Urban Differences

Differences in Social Support between Rural and Urban Communities.

ED 348 587

### Russia

A Counseling Psychologist in the USSR as a Fulbright Scholar.

ED 348 638

### Russian

Laying a Foundation for Russian for Business and Economics.

ED 348 885

### Safety

Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.

ED 349 147

Planning a Safe and Effective Science Learning Environment.

ED 349 176

### Saginaw City School System MI

Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report.

ED 348 549

### Saint Norbert College WI

RJE JAN 1993

A Summons for Teacher Educators! Get off the Campus and into the Community!

ED 349 263

### Salaries

Administrative Compensation Survey, 1990-91.

ED 348 897

### Sales Taxes

State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids.

ED 348 836

### Salesmanship

The A.I.D.A. Plan and the Writing of Sales Letters.

ED 348 886

### Sample Size

Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony.

ED 349 316

### Sampling

Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1.

ED 348 819

### San Jose City College CA

Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.

ED 349 049

### Santa Fe Community College NM

A Student Outcomes Model for Community Colleges-Measuring Institutional Effectiveness.

ED 349 072

### Saskatchewan

Literacy Works, Volume 2, Number 1-2, 1991.

ED 348 892

### Scale of Primary Classroom Practices

The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices.

ED 349 110

### Scholarly Journals

Bilingual Education: A Resource Guide for Educators and Administrators.

ED 348 863

Evolving Knowledge Resource Access Systems.

ED 349 000

Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image.

ED 349 011

### Scholars in the Schools Program

Scholars in the Schools: Implementation Handbook.

ED 349 200

### Scholastic Aptitude Test

Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5.

ED 349 337

### School Activities

Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.

ED 349 127

### School Administration

Linking School Level Innovations with an Urban School District's Central Office.

ED 349 351

### School Age Day Care

The Agelink Project Replication Manual: An Inter-generational School-Age Child-Care Program.

ED 349 095

Strategies for School-Age Child Care in Texas.

ED 349 082

### School Based Management

Implementing School-Based Management in Urban Settings.

ED 349 344

Using School-Site, Contextual Research: Contributions to a New EA Paradigm.

ED 348 765

### School Business Relationship

Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.

ED 348 629

## School Counselors

209

Competitive Skills Project. Final Report.

ED 348 499

Creativity in Crisis.

ED 349 150

Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services.

ED 349 347

The University of the Future: Problems and Prospects.

ED 348 905

### School Choice

Getting Started: How Choice Can Renew Your Public Schools.

ED 348 756

School Choice: Doing It Right. Answers for Policymakers.

ED 348 742

### School Community Relationship

A Consolidation Success Story.

ED 349 136

Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.

ED 349 137

How To Start a Student Mentor Program. Fast-back 333.

ED 348 621

Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."

ED 349 153

The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration.

ED 349 348

Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy.

ED 349 115

Perceptions of Johnson County Community College by Residents of Johnson County. [Revised.]

ED 349 051

The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community.

ED 348 723

### School Counseling

Case Management in Maryland's Tomorrow.

ED 348 534

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.

ED 348 627

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.

ED 348 628

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.

ED 348 629

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.

ED 348 630

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.

ED 348 631

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.

ED 348 632

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.

ED 348 627

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.

ED 348 628

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.

ED 348 629

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.

ED 348 630

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.

ED 348 631

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.

ED 348 632

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.

ED 348 627

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.

ED 348 628

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.

ED 348 629

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.

ED 348 630

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.

ED 348 631

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.

ED 348 632



ning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Review of Literature.

### School Demography

The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress.

### School Desegregation

Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet High School 1990-1991.

Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991.

Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991.

The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation.

School Desegregation—The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991).

### School District Spending

Assessing Inefficiencies in Illinois School Districts.

### School Districts

Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities.

Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.

An Empirical Validation of a Management Construct for District Level Supervisors.

FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD.

IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond.

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts.

The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.

Snapshots '91: 1990-91 School District Profiles.

Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.

Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.

Wichita High School West: Multicultural Education Plan 1991-92.

1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation.

### School Effectiveness

Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities.

Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender.

Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.

### School Health Services

Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group.

Serving Students with Special Health Care Needs.

### School Holding Power

An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software.

Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference.

Meeting Individual Needs Fosters Retention.

### School Libraries

Microcomputers in School and Public Libraries: A Directory.

### School Maintenance

The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College.

### School Orientation

An Evaluation of a College Orientation Course.

### School Policy

Academic Integrity—A Review and Case Study.

Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27.

### School Psychologists

School Psychologists' Use of Time: Interventions and Effectiveness.

### School Readiness

Getting Your Child Ready for School...and the School Ready for Your Child.

Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2.

### School Restructuring

Getting Started: How Choice Can Renew Your Public Schools.

Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of Education and a Call for Action from the Middle Level Advisory Committee.

Multicultural Education for the 21st Century. NEA School Restructuring Series.

A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988).

Restructuring an Urban High School. Fastback 323.

Restructuring Schools: New Tensions and Dilemmas for Teachers.

School Change Models and Processes: A Review of Research and Practice.

School Restructuring and the Gap between Policy and Practice.

Teacher Purpose and Educational Change: Moving toward a Broader Agenda.

What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992).

When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers.

### School Role

Conflict Resolution Strategies: Anger and Aggression in School Age Children.

### School Safety

Oregon Traffic Patrol Manual for Schools, Revised.

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.

### School Safety Patrols

Oregon Traffic Patrol Manual for Schools, Revised.

### School Size

School Size Effects on Educational Attainment and Ability.

### School Statistics

Certificated Personnel and Related Information, Fall 1991.

Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System.

Pupil Membership and Related Information, Fall 1991.

Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991.

Student Mobility Rate: A Moving Target.

United States Catholic Elementary Schools & Their Finances, 1991.

### School Surveys

Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.

### School Uniforms

Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27.

### Schools of Education

Building Consensus: Articulating a Knowledge Base for Teacher Education.

The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community.

Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development.

### Science Activities

Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research.

### Science and Society

Hidden Treasures for Science Teaching: United States Patents.

**Science Education**

Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5.

Biology for Schools. Selected Teaching Aids. ED 348 823

Interdisciplinary Approaches to Science Education: A Cognitive Analysis. ED 349 178

Interdisciplinary Approaches to Science Education: A Cognitive Analysis. ED 349 157

**Science Equipment**

Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research. ED 349 185

**Science History**

Hidden Treasures for Science Teaching: United States Patents. ED 349 162

Interdisciplinary Approaches to Science Education: A Cognitive Analysis. ED 349 157

**Science Instruction**

BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science. ED 349 160

Biology for Schools. Selected Teaching Aids. ED 349 178

Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage. ED 349 124

Computers and Conceptual Change. ED 348 935

Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research. ED 349 185

Hidden Treasures for Science Teaching: United States Patents. ED 349 162

A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2. ED 349 167

Planning a Safe and Effective Science Learning Environment. ED 349 176

Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach. ED 348 860

Using Analogies To Aid Understanding in Secondary Chemistry Education. ED 349 164

**Science Laboratories**

Planning a Safe and Effective Science Learning Environment. ED 349 176

**Science Process Skills**

Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research. ED 349 185

**Scientific and Technical Information**

The INJEP Experience: New Ideas for Technical and Business French Educators. ED 348 868

**Scientific Research**

Decline of the Sea Turtles: Causes and Prevention. ED 349 155

**Scientists**

Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and Young Women. ED 349 195

**Scoring**

Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment. ED 349 323

**Scotland**

Investigating in the Social Subjects. SCRE Project Report No. 34. ED 349 218

**Sea Turtles**

Decline of the Sea Turtles: Causes and Prevention. ED 349 155

**Search Strategies**

Free Classroom Resources: Conducting a Successful Search. ED 349 155

Henry Whittemore Library Workbook. Basic Research Guide and Workbook. ED 348 985

Seattle Public Schools WA. The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program. ED 349 016

**Second Career**

Life Histories and the Transition to Teaching as a Second Career. ED 349 285

**Second Language Instruction**

Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. ED 348 850

On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers. ED 348 864

Rating Instructional Conversations: A Guide. Educational Practice Report: 4. ED 348 888

Whole Language Approaches in Adult Literacy. ED 348 890

**Second Language Learning**

Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report. ED 348 895

Adult ESL Literacy: State of the Art 1990. ED 348 893

Bringing Literacy to Life. Issues and Options in Adult ESL Literacy. ED 348 896

Espanol para Hotelaria y Turismo = Spanish for Travel and Tourism. ED 348 838

The INJEP Experience: New Ideas for Technical and Business French Educators. ED 348 868

The "International Language/Business" Major at a Small Private University: Successes and Naging Concerns. ED 348 873

Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891

**Second Language Programs**

FLES Program Evaluation: Rationale and Procedural Design. ED 348 854

Introducing Chinese into High Schools: The Dodge Initiative. ED 348 871

**Second Languages**

Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom. ED 348 856

American Managers' Use of Their Foreign Employer's Language. ED 348 883

"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language. ED 348 842

Classroom Activities: Increase the Challenge. ED 348 853

Creative Written Testing. ED 348 858

Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report. ED 348 852

Language Learning Strategies for Peace Corps Volunteers. ED 348 877

Language Production-Language Contact: The Significance of Learners' Speech. ED 348 843

Language Training Reference Manual. Training Manual T0056. ED 348 880

**Listening Processes and Authentic Texts**

Listening Processes and Authentic Texts. ED 348 851

**On Target: Teaching in the Target Language**

On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers. ED 348 864

**Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada**

Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada. ED 348 857

**Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1.**

Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1. ED 348 840

**Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama**

Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama. ED 348 867

**Towards an Alternative Model of Second Language Learning**

Towards an Alternative Model of Second Language Learning. ED 348 844

**An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills**

An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills. ED 348 855

**Where Does Language Aptitude Come From?**

Where Does Language Aptitude Come From? ED 348 849

**Secondary School Curriculum**

Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College. ED 349 040

Social Studies: Secondary Course of Study. ED 349 207

**Secondary School Mathematics**

Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report. ED 349 163

**Secondary School Science**

Using Analogies To Aid Understanding in Secondary Chemistry Education. ED 349 164

**Secondary School Students**

Characteristics of At-Risk Students in NELs:88. National Education Longitudinal Study of 1988. Contractor Report. ED 349 369

The Power Hour of Homework Survey. ED 349 345

What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT. ED 349 305

**Secondary School Teachers**

Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant. ED 349 357

An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change. ED 349 352

Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations. ED 349 292

**Security (Psychology)**

Making School Fun for You and Your Students. ED 349 302

Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures. ED 349 101

**Segmentation Skills**

Links among Segmenting, Spelling, and Reading Words in First and Second Grades. ED 348 647

**Self Actualization**

Accepting the Challenge of Facing Your Issues and Empowering Yourself. ED 349 278

**Self Concept**

Accepting the Challenge of Facing Your Issues and Empowering Yourself. ED 349 278

Do Children Believe in Their Own Believability? ED 349 079

Self-Concept, Existential Reality and Radical

Voluntary Mid-Life Career Change: A Theoretical Model.

ED 348 619

### Self Efficacy

Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs.

ED 349 280

A Mastery Learning Experiment.

ED 348 668

### Self Esteem

Enhancing Self-esteem of At-risk High School Students.

ED 348 593

Human Relations Skills: Activity To Increase Life and Career Successes for Women.

ED 348 591

Project GROW. Final Project Report, January 1989 to June 30, 1989.

ED 348 467

Student Self-Esteem: A Vital Element of School Success. Volume 1.

ED 348 633

Winning. A Student Notebook and A Teacher's Guide.

ED 348 615

### Self Evaluation (Groups)

Building Consensus: Articulating a Knowledge Base for Teacher Education.

ED 349 275

### Self Evaluation (Individuals)

The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers.

ED 348 963

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work.

ED 348 472

Survey of Literacy Skills Used in Daily Activities. A Report on the Literacy Skills of Albertans.

ED 348 519

### Self Expression

Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1.

ED 348 840

### Semantics

A Semantic Frame Work Reconstructed from Comparative Linguistics.

ED 348 839

### Service Learning

Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report.

ED 348 622

### Services

A Handbook for Resource Centre Standards and Services.

ED 348 975

Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.

ED 348 540

### Sex Bias

Building Gender Fairness in Schools.

ED 348 562

DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate.

ED 348 541

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.

ED 349 220

### Sex Differences

Children's Birth Order as a Mediator in Responses by Mothers and Siblings.

ED 349 078

Gender Differences in the Readiness To Accept Career Compromise.

ED 348 609

Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change.

ED 349 096

Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks.

ED 348 603

What Do We Teach and How Do We Teach It?

ED 348 689

### Sex Education

Teaching Socialization and Sex Education to Persons with Mental Retardation.

ED 348 787

### Sex Fairness

Building Gender Fairness in Schools.

ED 348 562

Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women.

ED 348 507

Females in Vocational Education: Reflections of the Labor Market.

ED 348 547

Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.

ED 348 544

It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools.

ED 348 545

Strategies for Success: Recruiting Students into Nontraditional Programs.

ED 348 546

### Sexual Harassment

DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate.

ED 348 541

### Sexuality

College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors.

ED 348 636

### Shamanism

Shamans and Kushtakas: North Coast Tales of the Supernatural.

ED 349 133

### Shared Resources and Services

Creativity in Crisis.

ED 349 150

### Shooting Sports

Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.

ED 349 147

### Sibling Relationship

Children's Birth Order as a Mediator in Responses by Mothers and Siblings.

ED 349 078

### Silent Reading

Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading.

ED 348 696

### Simulation

Heelotia: A Cross Cultural Simulation Game. Recommended for Grade 5 to Adult.

ED 349 238

Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students.

ED 349 233

### Skill Development

At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.

ED 349 365

Journey to China: Activities for Elementary Students.

ED 349 230

Social Skills Program Team Manuals.

ED 348 563

### Skilled Occupations

Occupational Profiles in the European Steel Industry.

ED 348 504

### Small Libraries

Managing the One Person Library in Rural Northeastern Arizona.

ED 348 993

What Is the Role of the Public Library?

ED 349 029

### Small Schools

A Consolidation Success Story.

ED 349 136

Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."

ED 349 153

### Social Change

Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989).

ED 348 518

The Discourse of Pedagogy and the Possibility of Social Change.

ED 349 283

### Social Control

Looking Back at Myself: A Soliloquy about Caring and Controlling.

ED 348 763

### Social Experience

Paradoxes of Learning: On Becoming an Individual in Society.

ED 348 931//

### Social Influences

Paradoxes of Learning: On Becoming an Individual in Society.

ED 348 931//

### Social Integration

Inclusion.

ED 348 806

### Social Isolation

The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting.

ED 349 118

### Social Problems

Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.

ED 349 127

### Social Psychology

The Social Psychology of Immigration: The Greek-American Experience.

ED 349 201

### Social Science Research

The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.

ED 349 242

### Social Services

Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.

ED 349 129

### Social Studies

Algunos Animales de Latino America = Some Animals of Latin America.

ED 349 188

Community of Learners.

ED 349 210

Creating a Literate Environment for Learning Social Studies Content.

ED 348 645

Lessons on Ancient China for LEP Adolescents.

ED 348 861

Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom.

ED 348 642

Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997.

ED 349 214

Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program.

ED 349 203

Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program.

ED 349 204

Sample Tasks and Scoring Tools. Grade 8: Social

RIE JAN 1993



## Subject Index

- Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 205
- Social Studies: Elementary Course of Study. ED 349 206
- Social Studies: Secondary Course of Study. ED 349 207
- Traditional Chinese Celebrations: Continuity and Change in Taiwan. ED 349 244
- [Visiting the Amana Colonies.] ED 349 215
- When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College. ED 349 245
- Yellowknife, the Capital of the N.W.T.: A Language Development Unit for Social Studies. ED 349 255
- Social Support Groups**
- Differences in Social Support between Rural and Urban Communities. ED 348 587
- Parent Resource Directory. Fourth Edition. ED 348 814
- The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus. ED 348 607
- Social Values**
- Knowledge Network Values: Learning at Risk? ED 349 004
- Social Workers**
- A Study To Increase Computer Applications in Social Work Management. ED 348 972
- Socialization**
- Integrating Social Learning Theory with Educating the Deprived. ED 349 260
- Sociocultural Patterns**
- The Discourse of Pedagogy and the Possibility of Social Change. ED 349 283
- Towards an Alternative Model of Second Language Learning. ED 348 844
- Socioeconomic Influences**
- The Baby Boom—Entering Midlife. ED 349 198
- Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities. ED 348 781
- Risk and Protective Factors and Achievement of Children At Risk. ED 349 363
- Sociolinguistics**
- Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm. ED 348 862
- Soil Science**
- Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 477
- Solid Wastes**
- Ripples: A Big Sweep Elementary Activity Guide. ED 349 171
- Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making. ED 349 172
- Songs**
- Anthropocentrism, Schools, and Environment. ED 349 241
- South Carolina**
- Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform. ED 348 750
- Southwest Texas Junior College**
- The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College.

RIE JAN 1993

- ED 349 076
- Space Utilization**
- Developing a Strategic Plan for Library Space Needs through 2010. ED 349 024
- Planning the Library Media Center Facility for the 1990s and Beyond. ED 349 010
- Spain**
- Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989). ED 348 518
- Spaniards**
- Two Visions of the Conquest. Grades 9-12. ED 349 235
- Spanish**
- Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom. ED 348 856
- Algunos Animales de Latino America = Some Animals of Latin America. ED 349 188
- Espanol para Hoteleria y Turismo = Spanish for Travel and Tourism. ED 348 838
- Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence. ED 348 882
- Teaching Models and Language Materials in Spanish for the Education of Health Care Providers. ED 348 881
- Testing the Language Proficiency of Bilingual Teachers. ED 348 872
- Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad. ED 348 874
- Spanish Speaking**
- FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD. ED 349 338
- Special Education**
- The California Strategic Plan for Special Education: Ours for Tomorrow. ED 348 801
- The Effectiveness of Special Education in Developing Life Skills of Students. ED 348 798
- [Professions in Special Education: Suggested Readings]. ED 348 807
- Special Education Learning Materials Centers (SELMC). ED 348 780
- The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23. ED 348 481
- Special Education Teachers**
- The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress. ED 348 808
- [Professions in Special Education: Suggested Readings]. ED 348 807
- Special Education Teacher Certification Trends: A National Survey. ED 348 786
- Special Health Problems**
- Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group. ED 348 816
- Parent Resource Directory. Fourth Edition. ED 348 814
- Serving Students with Special Health Care Needs. ED 348 815
- Special Needs Students**
- Assessing Special Populations in Vocational Programs. Annotated Resource List.

## Staff Development

213

- ED 348 528
- Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5. ED 349 337
- Exemplary Programs Serving Special Populations. Volume 1. ED 348 571
- Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2. ED 348 493
- Special Programs**
- Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991. ED 348 813
- Special Schools**
- Segregation Statistics: English LEAS, 1988-91. ED 348 826
- Specifications**
- Outline of Standards for Migration to Integrated Online System. ED 349 009
- Speech Communication**
- Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas—Pan American. ED 348 708
- "Do You Hear What I Hear?": Deception Detection by the Blind. ED 348 785
- Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community. ED 348 928
- The Status of the Business and Professional Communication Course. ED 348 705
- Speech Instruction**
- Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas—Pan American. ED 348 708
- Spelling**
- Links among Segmenting, Spelling, and Reading Words in First and Second Grades. ED 348 647
- Spelling Instruction**
- The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program. ED 348 663
- Spiral Curriculum**
- Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach. ED 348 860
- Spiritual Development**
- Development and Yearning: Cognitive Aspects of Spiritual Development. ED 348 586
- Spirituality**
- Crossroads: Integrated Models for Teaching Ethics and Spirituality. ED 349 243
- Sports Officials**
- NAGWS Volleyball Rulebook, 1992. Official Rules & Interpretations/Officiating. ED 349 288
- Staff Development**
- Colorado Distance Learning Resources: Instructional and Staff Development Programming Available to Colorado School Districts. 1992-93 School Year. ED 348 941
- Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers. ED 348 746
- Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction. ED 349 294
- Service Excellence: An AV Training Program for Student-Assistant Staff.

- Transportation. The Neglected Related Service. ED 348 948  
ED 348 782
- Standardized Tests**  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform. ED 348 750
- Standards**  
Accountability for Vocational Education: A Practitioner's Guide. ED 348 570  
Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy. ED 348 894  
A Handbook for Resource Centre Standards and Services. ED 348 975  
NCES Statistical Standards. ED 349 343  
The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children. ED 348 784
- Star Schools**  
Electronic Communities of Learners: Fact or Fiction. ED 348 990
- State Action**  
Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices. ED 348 774  
Indiana 2000: Indiana Progress Report, National Education Goals. ED 348 736  
Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals. ED 348 722
- State Aid**  
Audit Report of Borough of Manhattan Community College. Report 91-T-4. ED 349 037  
Audit Report of Erie Community College. Report 92-S-46. ED 349 038  
Audit Report of Rockland Community College. Report 89-T-7. ED 349 034  
State and Children: Relating Policy, Practice, and Finance at the State Level. ED 348 714
- State Courts**  
Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11. ED 348 728
- State Government**  
State and Children: Relating Policy, Practice, and Finance at the State Level. ED 348 714  
Understanding California State Government. A Guide for High School Teachers: Preparing To Be Effective Citizens in California. ED 349 209
- State History**  
Adventures in the Alaska Economy. ED 349 132//  
[Visiting the Amana Colonies.] ED 349 215
- State Legislation**  
An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program. ED 348 749  
Strategies for School-Age Child Care in Texas. ED 349 082
- State Norms**  
Evaluation of Chapter 1 in Arkansas, 1989-90. ED 348 741  
Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices. ED 348 774
- State Programs**  
Alternative Teacher Certification. Policy Briefs No. 17. ED 348 729
- The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report. ED 349 311
- Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991. ED 348 813
- The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992. ED 348 953
- Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary. ED 348 976
- Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990. ED 348 735
- Cooperative Education: A Guide for Maine Cooperative Education Programs. ED 348 553
- Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning. ED 348 554
- Innovation and the Process of Change: A Case Study in Distance Education. ED 348 967
- Medicaid and Childhood Immunizations: A National Study. ED 349 093
- Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231. ED 349 273
- Nebraska Information Partnerships. A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991). ED 349 028
- Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991. ED 349 324
- Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 203
- Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 204
- Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 205
- Setting Your Course in ECI. A Rights Handbook for Families with Children in the Texas Early Childhood Education Program. ED 348 778
- State Plan for Autism and Pervasive Developmental Disorders. ED 348 799
- Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9. ED 349 254
- Success Starts Young: Expanding the Promise of the Illinois Preschool Program. ED 349 114
- Technical and Adult Education Review. ED 348 543
- Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut. ED 348 973
- Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406. ED 349 035
- State School District Relationship**  
School Choice: Doing It Right. Answers for Policymakers. ED 348 742
- A Study of Public School Medical Assistance Pilot Program: Article 82. ED 348 817
- Ten Lessons about Regulation and Schooling. Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs. ED 348 729
- State Standards**  
Audit Report of Borough of Manhattan Community College. Report 91-T-4. ED 349 037  
Audit Report of Rockland Community College. Report 89-T-7. ED 349 034  
Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. ED 349 220  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform. ED 348 750  
Homework: How Effective? How Much To Assign? The Need for Clear Policies. ED 348 754  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records. ED 349 249  
Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27. ED 348 760  
Oregon Traffic Patrol Manual for Schools, Revised. ED 348 748  
Profile of District Transfers to the University of California, California State University, and St. Mary's College. ED 349 066  
Serving Students with Special Health Care Needs. ED 348 815  
Special Education Teacher Certification Trends: A National Survey. ED 348 786  
Ten Lessons about Regulation and Schooling. Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs. ED 348 729  
Testing the Language Proficiency of Bilingual Teachers. ED 348 872
- State Surveys**  
New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System. ED 349 328  
Pupil Membership and Related Information, Fall 1991. ED 349 325
- State Universities**  
Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92. ED 349 071  
Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1. ED 348 902  
Support Budget 1991-92. ED 348 918  
Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2. ED 348 903
- State University of New York**  
Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92. ED 349 071  
Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1. ED 348 902  
Librarian Humor in Classroom and Reference. ED 349 018
- State University of New York Buffalo**  
Service Excellence: An AV Training Program for Student-Assistant Staff. ED 348 948  
Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation. ED 348 949

## Subject Index

### Statewide Planning

The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992.

ED 348 953

Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices.

ED 348 774

Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent.

ED 349 265

Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of Education and a Call for Action from the Middle Level Advisory Committee.

ED 348 726

A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988).

ED 348 740

Right in the Middle.

ED 348 725

### Statistical Data

"Information, Information Everywhere and Not..."

ED 349 026

Sourcebook of Arts Statistics: 1989. 1992 Addendum.

ED 349 240

### Statistical Surveys

NCES Statistical Standards.

ED 349 343

Sourcebook of Arts Statistics: 1989. 1992 Addendum.

ED 349 240

### Stepfamily

The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks.

ED 348 584

### Stewardship

Ripples: A Big Sweep Elementary Activity Guide.

ED 349 171

### Stewart B McKinney Homeless Assistance Act 1987

The McKinney Act: A Program Guide.

ED 349 346

### Story Reading

The Acquisition of Vocabulary from Reading Stories ALOUD.

ED 348 661

### Story Telling

The Acquisition of Vocabulary from Reading Stories ALOUD.

ED 348 661

Language Production-Language Contact: The Significance of Learners' Speech.

ED 348 843

Storytelling: The Original Narrative.

ED 348 697

### Strategic Competence (Languages)

"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language.

ED 348 842

### Strategic Planning

The California Strategic Plan for Special Education: Ours for Tomorrow.

ED 348 801

A New Strategic Direction for the AAHSLE Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I.

ED 348 994

### Stress Management

Skills for Dealing with Stress. Facilitator's Skill Packets 39-50. Social Skills Training.

ED 348 569

### Stress Variables

Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.

ED 348 625

International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America.

ED 349 080

Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.

ED 349 088

### Stride Rite Intergenerational Day Care Center MA

The Stride Rite Intergenerational Day Care Center: Background.

ED 349 103

### Student Adjustment

Ethnographic Case Study of a Hispanic ESL Student.

ED 349 355

Returning to College: A Resource and Planning Guide for CSUH Adult Students.

ED 348 923

### Student Assistants

Service Excellence: An AV Training Program for Student-Assistant Staff.

ED 348 948

Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor.

ED 348 996

### Student Attitudes

Accessing the Senior Citizen Student.

ED 349 067

Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients.

ED 349 047

Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English."

ED 348 673

College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors.

ED 348 636

The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model.

ED 349 315

DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate.

ED 348 541

The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping.

ED 349 350

An Experiment in Computer Ethics: Clustering Composition with Computer Applications.

ED 348 676

Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature.

ED 349 261

How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study.

ED 348 532

Integration and Experience in the Secondary Curriculum.

ED 349 152

Investigating in the Social Subjects. SCRE Project Report No. 34.

ED 349 218

Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students.

ED 348 681

The Power Hour of Homework Survey.

ED 349 345

Problems from Alcohol Use in Two Hispanic Youth Populations.

ED 349 282

Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2.

ED 349 043

Teacher Leadership: Preliminary Development of a Questionnaire.

ED 349 267

### Student Attrition

## Student Development

215

Meeting Individual Needs Fosters Retention.

ED 349 070

### Student Behavior

Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting.

ED 349 048

The Effect of Different Attendance Policies on Student Attendance and Achievement.

ED 348 762

### Student Certification

The C&G Technological Baccalaureate.

ED 348 556

### Student Characteristics

Alberta Literacy Inventory Report.

ED 348 520

Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs.

ED 349 280

Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report.

ED 349 369

Distance Learning: A Study of Computer Modem Students.

ED 348 982

Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3.

ED 349 044

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts.

ED 349 313

NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum.

ED 349 341

The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention.

ED 348 907

Pediatric HIV Infection and Developmental Disabilities.

ED 348 789

Profile of District Transfers to the University of California, California State University, and St. Mary's College.

ED 349 066

A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.

ED 349 367

Student Athletes: Shattering the Myths & Sharing the Realities.

ED 348 583

Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2.

ED 349 043

### Student College Relationship

Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee.

ED 348 914

The Stages of the Doctoral Career: Socialization and Its Consequences.

ED 348 925

### Student Development

Critique of Student Development Literature.

ED 348 597

Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development.

ED 348 667

The Stages of the Doctoral Career: Socialization and Its Consequences.

ED 348 925

Student Athletes: Shattering the Myths & Sharing the Realities.

ED 348 583

Student Development as Philosophy.

ED 348 595

Student Development as Professional Practice.

ED 348 598

Student Development as Theory.

ED 348 596



- The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem. ED 348 688
- Student Educational Objectives**  
The Arizona State University K-6 Drama Theatre Curriculum Guide. ED 349 208  
It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools. ED 348 545  
Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools. ED 349 202  
Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997. ED 349 214
- Student Engagement**  
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students. ED 349 364
- Student Evaluation**  
Accountability for Vocational Education: A Practitioner's Guide. ED 348 570  
Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage. ED 349 125  
Bilingual Teachers' Voices. ED 348 878  
The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991). ED 348 576  
The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers. ED 348 577  
From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988). ED 348 919  
Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1. ED 348 819  
The Literacy Assessment of Second-Language Learners. ED 348 665  
Perspectives on Literacy Assessment in Australia. ED 348 654  
Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1. ED 348 656  
Portfolio Assessment: Implementation and Use at an Elementary Level. ED 349 330  
Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991. ED 349 324  
Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 203  
Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 205  
Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992). Research Poster Session Abstract. Volume 1. ED 348 791  
What's Happening with Educational Assessment? ED 349 342  
What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15. ED 348 657
- Student Evaluation of Teacher Performance**  
Grade Inflation and Student Ratings: A Closer

- Look. ED 349 318
- Student Financial Aid**  
Assessing Reauthorization: The Provisions of the Conference Report on S.1150. ED 348 904  
Audit Report of Borough of Manhattan Community College. Report 91-T-4. ED 349 037  
Audit Report of Rockland Community College. Report 89-T-7. ED 349 034  
Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide. ED 348 929
- Student Journals**  
Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community. ED 348 928
- Student Loan Programs**  
Assessing Reauthorization: The Provisions of the Conference Report on S.1150. ED 348 904  
Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide. ED 348 929
- Student Mobility**  
Student Mobility Rate: A Moving Target. ED 349 335
- Student Motivation**  
Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs. ED 348 488  
Improving the Writing of Underachieving Ninth Graders through Peer Tutoring. ED 348 679  
Problems from Alcohol Use in Two Hispanic Youth Populations. ED 349 282  
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students. ED 349 364  
Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support. ED 348 759
- Student Needs**  
"Dem Word Mo Sa": Materials for Reading Creole English. ED 348 658  
Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report. ED 349 087  
Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee. ED 348 914  
An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program. ED 348 749  
Policies and Practices To Meet the Needs of Older, Part-Time Students. ED 348 915
- Student Organizations**  
Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition. ED 348 685
- Student Participation**  
Academic Credit at Marymount Manhattan College for Student Volunteers. ED 348 898  
An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom. ED 348 865
- Student Personnel Services**  
Critique of Student Development Literature. ED 348 597  
Meeting Individual Needs Fosters Retention. ED 349 070  
Student Development as Philosophy. ED 348 595  
Student Development as Professional Practice. ED 348 598

- Student Development as Theory. ED 348 596
- Student Personnel Workers**  
Critique of Student Development Literature. ED 348 597  
Student Development as Philosophy. ED 348 595  
Student Development as Professional Practice. ED 348 598  
Student Development as Theory. ED 348 596
- Student Problems**  
Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee. ED 348 914  
Problems from Alcohol Use in Two Hispanic Youth Populations. ED 349 282
- Student Promotion**  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform. ED 348 750  
Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey. ED 349 327
- Student Reaction**  
Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients. ED 349 047  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications. ED 348 906  
Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English." ED 348 673  
Making Choices: Determining the Need To Be Out. ED 348 682  
Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning. ED 349 281  
The Stages of the Doctoral Career: Socialization and Its Consequences. ED 348 925
- Student Recruitment**  
The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention. ED 348 907  
Strategies for Success: Recruiting Students into Nontraditional Programs. ED 348 546
- Student Research**  
The Changing Atmosphere for Research among Graduate Students. ED 348 926  
Investigating in the Social Subjects. SCRE Project Report No. 34. ED 349 218
- Student Surveys**  
Distance Learning: A Study of Computer Modem Students. ED 348 982
- Student Teacher Evaluation**  
Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance. ED 349 271  
Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations. ED 349 309
- Student Teacher Supervisors**  
Teacher Supervision That Works: A Guide for University Supervisors. ED 349 307//
- Student Teachers**  
A Summons for Teacher Educators! Get off the Campus and into the Community! ED 349 263
- Student Teaching**

## Subject Index

- A Collaborative Venture in Preservice Education: Participant Practices and Learnings. ED 349 269
- Partners in Learning: The Division of Education and Elementary School Connection. ED 349 272
- Student Transportation**  
Transportation. The Neglected Related Service. ED 348 782
- Study Abroad**  
Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad. ED 348 874
- Study Habits**  
Occasional Papers in Distance Education: Number 12, Charles Sturt University. ED 348 986
- Study Skills**  
Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students. ED 348 927
- Language Learning Strategies for Peace Corps Volunteers. ED 348 877
- Substance Abuse**  
Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure. ED 348 800
- Suburban Schools**  
Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities. ED 348 781
- Suffixes**  
Vocabulary Enrichment: Technology to the Rescue! ED 348 646
- Superintendents**  
Certificated Personnel and Related Information, Fall 1991. ED 349 326
- Supervised Occupational Experience (Agriculture)**  
Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 476
- Supervisor Qualifications**  
Teacher Supervision That Works: A Guide for University Supervisors. ED 349 307//
- Supervisors**  
An Empirical Validation of a Management Construct for District Level Supervisors. ED 348 745
- An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change. ED 349 352
- Supervisory Methods**  
An Empirical Validation of a Management Construct for District Level Supervisors. ED 348 745
- The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft. ED 348 769
- Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors. ED 348 747
- Teacher Supervision That Works: A Guide for University Supervisors. ED 349 307//
- Supervisory Training**  
Teacher Supervision That Works: A Guide for University Supervisors. ED 349 307//
- Surrogate Parents**  
Surrogate Parents in California Special Education: An Overview. ED 348 803

- Surrogate Parents in California Special Education: A Resource Notebook. ED 348 804
- Sweden**  
Preschool Children with Disabilities in Sweden. ED 348 797
- Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4. ED 348 796
- Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability, Report No. 3. ED 348 795
- Taiwan**  
Traditional Chinese Celebrations: Continuity and Change in Taiwan. ED 349 244
- Talent**  
Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991. ED 348 813
- Tales**  
Cinderella. The Oryx Multicultural Folktale Series. ED 348 687//
- Shamans and Kushtakas: North Coast Tales of the Supernatural. ED 349 133
- Tanzania**  
The Role of Media Technology within the Proposed Open University of Tanzania. ED 348 958
- Task Force Approach**  
Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent. ED 349 265
- Tax Exemptions**  
State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids. ED 348 836
- Taxes**  
State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids. ED 348 836
- Teacher Administrator Relationship**  
The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust. ED 349 268
- The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft. ED 348 769
- Teacher Aides**  
Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction. ED 349 294
- Teacher Attitudes**  
Assessing the Needs of Teacher Leaders in Massachusetts. ED 348 770
- Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs. ED 349 280
- Bilingual Teachers' Voices. ED 348 878
- The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico. ED 348 698
- The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers. ED 348 963
- Determining Faculty Attitudes toward Incentives and Rewards. ED 349 058
- Development of Guidelines Related to Riverside Community College Nursing Student Mandatory

## Teacher Developed Materials

217

- Assignment to AIDS Patients in the Clinical Setting. ED 349 048
- An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change. ED 349 352
- The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. ED 349 089
- The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation. ED 349 086
- The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality? ED 349 053
- Investigating in the Social Subjects. SCRE Project Report No. 34. ED 349 218
- Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers. ED 349 274
- Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1. ED 348 656
- Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School. ED 348 744
- Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15. ED 349 050
- School Psychologists' Use of Time: Interventions and Effectiveness. ED 348 605
- Teacher Purpose and Educational Change: Moving toward a Broader Agenda. ED 348 767
- Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions. ED 349 306
- What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15. ED 348 657
- Teacher Behavior**  
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development. ED 348 667
- Making Choices: Determining the Need To Be Out. ED 348 682
- Stability of Teachers' Classroom Instruction across Classes and Time of Observation. ED 349 310
- Teacher Certification**  
Computer Competencies for All Educators in North Carolina Public Schools. Revised. ED 348 954
- Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report. ED 348 852
- The Education of Teachers. A Bibliography. ED 349 279
- Issues on Teacher Certification in Kentucky. ED 349 109
- Special Education Teacher Certification Trends: A National Survey. ED 348 786
- Testing the Language Proficiency of Bilingual Teachers. ED 348 872
- Teacher Characteristics**  
Certificated Personnel and Related Information, Fall 1991. ED 349 326
- New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts. ED 349 313
- Teacher Collaboration**  
Ideas for Teacher Collaboration. What Happens When Teachers Collaborate? ED 348 535
- Teacher Developed Materials**  
Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.

- Teacher Education**  
 Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. ED 349 357  
 Bilingual Teachers' Voices. ED 348 850  
 Consumer Education in the United States: A Composite Vision, 1992. ED 348 878  
 Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989. ED 348 574  
 Introducing Chinese into High Schools: The Dodge Initiative. ED 348 956  
 Issues on Teacher Certification in Kentucky. ED 348 871  
 Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education. ED 349 109  
 Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations. ED 349 174  
 Thinking about Learning from the Perspectives of Bruner and Ausubel. ED 349 304  
 To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training. ED 348 930  
 Training of Trainers: Problems and Trends. ED 348 674  
 Types of Instructional Strategies Modeled in Urban Teacher Education Courses. ED 348 509  
 ED 349 371
- Teacher Education Curriculum**  
 Building Consensus: Articulating a Knowledge Base for Teacher Education. ED 349 275  
 Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature. ED 349 261  
 Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component. ED 349 182  
 Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview. ED 349 180  
 The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23. ED 348 481
- Teacher Education Programs**  
 Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report. ED 348 852  
 Increasing Fidelity between Faculty and Field in Teacher Education-Reconceptualized Institutional Settings, Programs and Roles. ED 349 284  
 Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's. ED 349 289  
 The Question of Teacher Professionalism. ED 349 291
- Teacher Educator Education**  
 Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's. ED 349 289
- Teacher Educators**  
 Increasing Fidelity between Faculty and Field in Teacher Education-Reconceptualized Institutional Settings, Programs and Roles. ED 349 284  
 Teacher Education Faculty and Computer Competency. ED 349 290
- Teacher Effectiveness**  
 Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance. ED 349 271

- Grade Inflation and Student Ratings: A Closer Look. ED 349 318  
 Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172. ED 348 761  
 Making Choices: Determining the Need To Be Out. ED 348 682  
 The National Teaching & Learning Forum, Volume 1, 1991-92. ED 348 932  
 Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning. ED 349 281  
 Teachers' Communication Skills: The Key to Successful Parent Involvement. ED 348 706
- Teacher Employment Benefits**  
 Retirement and Retiree Health Benefits Provisions Survey, 1990-91. ED 348 739
- Teacher Evaluation**  
 The Education of Teachers. A Bibliography. ED 349 279
- Teacher Expectations of Students**  
 Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs. ED 349 280  
 Latino Families and the Schools. ED 349 134  
 Making School Fun for You and Your Students. ED 349 302
- Teacher Improvement**  
 Ideas for Teacher Collaboration. What Happens When Teachers Collaborate? ED 348 535  
 Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations. ED 349 309  
 Looking Back at Myself: A Soliloquy about Caring and Controlling. ED 348 763
- Teacher Influence**  
 Teacher Purpose and Educational Change: Moving toward a Broader Agenda. ED 348 767  
 Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support. ED 348 759
- Teacher Knowledge**  
 Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance. ED 349 271
- Teacher Participation**  
 Assessing the Needs of Teacher Leaders in Massachusetts. ED 348 770  
 Determining Faculty Attitudes toward Incentives and Rewards. ED 349 058  
 The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust. ED 349 268
- Teacher Persistence**  
 Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent. ED 349 265
- Teacher Promotion**  
 Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent. ED 349 265
- Teacher Recruitment**  
 The Education of Teachers. A Bibliography. ED 349 279  
 Growing Our Own: A Masters Level Certification

- Program for Bilingual Instructional Assistants. Review of Selected Literature. ED 349 261  
 Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent. ED 349 265  
 Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations. ED 349 304  
 The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program. ED 349 262
- Teacher Researcher Cooperation**  
 Networking as Community-The Nature of Curriculum: Whole Language. ED 348 649
- Teacher Researcher Relationship**  
 Models of Equitable Collaboration between University Researchers and School Teachers. ED 349 293
- Teacher Researchers**  
 Models of Equitable Collaboration between University Researchers and School Teachers. ED 349 293
- Teacher Response**  
 Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community. ED 348 928  
 Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations. ED 349 292  
 Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions. ED 349 306
- Teacher Retirement**  
 Retirement and Retiree Health Benefits Provisions Survey, 1990-91. ED 348 739
- Teacher Role**  
 Academic Integrity-A Review and Case Study. ED 349 060  
 Assessing the Needs of Teacher Leaders in Massachusetts. ED 348 770  
 Grading and Professionalism in ELT. ED 348 841  
 Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172. ED 348 761  
 Looking Back at Myself: A Soliloquy about Caring and Controlling. ED 348 763  
 Models of Equitable Collaboration between University Researchers and School Teachers. ED 349 293  
 Motivation in Education. ED 349 298  
 Portfolio Assessment: Implementation and Use at an Elementary Level. ED 349 330  
 Teacher Leadership: Preliminary Development of a Questionnaire. ED 349 267  
 Teacher Purpose and Educational Change: Moving toward a Broader Agenda. ED 348 767  
 Teachers' Reports on Implementing Developmentally Appropriate Practice. ED 349 296
- Teacher Shortage**  
 The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress. ED 348 808
- Teacher Student Relationship**  
 Academic Integrity-A Review and Case Study. ED 349 060  
 Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child. ED 348 846



- Behavior Management for Young Children. ED 349 108
- Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage. ED 349 124
- Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage. ED 349 123
- Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage. ED 349 122
- Electronic Communities of Learners: Fact or Fiction. ED 348 990
- Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community. ED 348 928
- Looking Back at Myself: A Soliloquy about Caring and Controlling. ED 348 763
- Making Choices: Determining the Need To Be Out. ED 348 682
- The Stages of the Doctoral Career: Socialization and Its Consequences. ED 348 925
- Teacher Leadership: Preliminary Development of a Questionnaire. ED 349 267
- Teacher Supervision**
- Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors. ED 348 747
- Teacher Supply and Demand**
- Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report. ED 348 852
- The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress. ED 348 808
- [Professions in Special Education: Suggested Readings]. ED 348 807
- Teacher Welfare**
- The Professionalization of Teachers—The State of the Theoretical Art in Germany. ED 349 295
- Teaching (Occupation)**
- American Education in Fluxion and the Possibility of a Teaching Profession. ED 349 252
- Assessing the Needs of Teacher Leaders in Massachusetts. ED 348 770
- Life Histories and the Transition to Teaching as a Second Career. ED 349 285
- The Professionalization of Teachers—The State of the Theoretical Art in Germany. ED 349 295
- The Question of Teacher Professionalism. ED 349 291
- Teaching Assistants**
- To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training. ED 348 674
- Teaching Conditions**
- Ideas for Teacher Collaboration. What Happens When Teachers Collaborate? ED 348 535
- Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining. ED 348 751
- Teaching Experience**
- Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations. ED 349 292
- The Manifestation of Classroom Experience in the Problem Solving of Teachers. ED 349 299
- Teaching Guides**
- Adaptation Scolaire: Bibliographie annotée RIE JAN 1993
- (Scholastic Adaptation: Annotated Bibliography). ED 348 776
- Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II. ED 349 139
- Teaching Methods**
- Achieving Adult Literacy. Fastback 330. ED 348 516
- Adult Education: The Way to Lifelong Learning. Fastback 334. ED 348 517
- Bringing Literacy to Life. Issues and Options in Adult ESL Literacy. ED 348 896
- Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report. ED 349 064
- Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. ED 348 920
- The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices. ED 349 110
- Discoveries & Dialogues: The Making Thinking Visible Casebook. ED 348 670
- Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3. ED 349 192
- Ethical Use of Information Technologies in Education: Important Issues for America's Schools. ED 348 989
- Instruction in Teacher Education: A Descriptive Study of Cooperative Learning. ED 349 297
- The National Teaching & Learning Forum, Volume 1, 1991-92. ED 348 932
- A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2. ED 349 167
- Rating Instructional Conversations: A Guide. Educational Practice Report: 4. ED 348 888
- Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking. ED 349 301
- Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report. ED 348 549
- Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report. ED 348 622
- Success Starts Young: Expanding the Promise of the Illinois Preschool Program. ED 349 114
- Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2. ED 349 194
- Thinking about Learning from the Perspectives of Bruner and Ausubel. ED 348 930
- Types of Instructional Strategies Modeled in Urban Teacher Education Courses. ED 349 371
- Teamwork**
- Family Empowerment. ED 348 793
- The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust. ED 349 268
- Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers. ED 349 274
- Tech Prep**
- Tech Prep. Annotated Resource List. ED 348 530
- Technical Assistance**
- Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report. ED 349 144
- Technical Education**
- Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage. ED 349 128
- Strands of Opportunity, Webs of Hope: Weaving a Seamless Education System for Workplace Needs. 1991 Annual Report. ED 348 498
- Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991). ED 348 538
- Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406. ED 349 035
- Technical Occupations**
- Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and Young Women. ED 349 195
- Technological Advancement**
- Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991). ED 349 019
- Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change. ED 348 984
- Impact of Technology on the Family. Teacher Edition. ED 348 482
- Keyboard Proficiency: An Essential Skill in a Technological Age. Number 2. ED 348 557
- Knowledge Communities and Information Network Policies. ED 349 003
- Knowledge Network Values: Learning at Risk? ED 349 004
- Real Time Literacy. ED 348 652
- Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991). ED 348 538
- Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1. ED 348 777
- Technological Baccalaureate (England)**
- The C&G Technological Baccalaureate. ED 348 556
- Technology**
- The C&G Technological Baccalaureate. ED 348 556
- Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study. ED 348 831
- Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study. ED 348 832
- Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study. ED 348 833
- A Partnership Approach to Industrial Technology Education. ED 348 573
- State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids. ED 348 836
- Subsidy Programs for Assistive Devices. ED 348 837
- Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and

Young Women. ED 349 195

### Technology Transfer

Technology Transfer and the Job Skills Education Program: Preliminary Results. ED 348 960

### Telecommunications

Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991). ED 348 979

The Commonwealth of Learning: A Compendium of Activities. ED 348 933

The Commonwealth of Learning: A Year of Consolidation. Annual Report 1990. ED 348 934

Desktop Video: Multi-Media on the NeXT Computer. ED 348 964

Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide. ED 348 978

Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs. ED 348 942

Emerging Telecommunications Technologies (Part 2). Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce on H.R. 1407, a Bill To Establish Procedures To Improve the Allocation and Assignment to the Electromagnetic Spectrum. House of Representatives, One Hundred Second Congress, First Session. ED 348 965

The Great Balancing Act. ED 349 002

Innovation and the Process of Change: A Case Study in Distance Education. ED 348 967

Intercampus Interactive Telecommunications System: ITTS User's Guide. ED 348 944

The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase 1: August 1990-August 1991. Final Report: September 1991. ED 348 988

North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education. ED 348 945

A Primer on Cabling Design and Implementation: Considerations for Decision-Makers. ED 348 970

SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report. ED 348 521

Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4. ED 348 796

Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability. Report No. 3. ED 348 795

Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut. ED 348 973

### Teleconferencing

Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs. ED 348 942

The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase 1: August 1990-August 1991. Final Report: September 1991. ED 348 988

North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education. ED 348 945

### Telecourses

Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College. ED 349 068

### Telephone Communications Systems

Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4. ED 348 796

Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability. Report No. 3. ED 348 795

Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1. ED 348 777

### Telephone Surveys

National Opinion Poll on Library Issues: Fall 1991. ED 349 030

### Television

[Lawyers and Litigation in the Popular Culture.] ED 349 191

### Tennessee

Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990). ED 348 709

### Tenured Faculty

The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality? ED 349 053

### Test Construction

Creative Written Testing. ED 348 858

Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research. ED 348 492

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component. ED 349 184

### Test Reliability

The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers. ED 348 963

Development and Validation of the Listener Preference Profile. ED 348 703

Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results. ED 349 319

### Test Use

What's Happening with Educational Assessment? ED 349 342

Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports. ED 349 322//

### Test Validity

The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers. ED 348 963

Development and Validation of the Listener Preference Profile. ED 348 703

### Testing

Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report. ED 348 549

### Texas

The Effectiveness of Special Education in Developing Life Skills of Students. ED 348 798

Handbook for Technology Planning in Texas Public Schools. ED 348 957

Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program. ED 348 773

Setting Your Course in ECI: A Rights Handbook for Families with Children in the Texas Early Childhood Education Program. ED 348 778

Snapshots '91: 1990-91 School District Profiles. ED 349 329

State Plan for Autism and Pervasive Develop-

mental Disorders. ED 348 799

Strategies for School-Age Child Care in Texas. ED 349 082

### Texas Assessment of Academic Skills

TAAS and the Writing Process: A Composition Handbook. Grades 3 through 5. ED 348 675

### Texas Education Agency

Guidelines for Teaching Calculus. ED 349 179

### Text Factors

Finding New Meanings: The Development of Text Reinterpretation Skill. ED 348 648

### Text Structure

An Alternative Rhetoric for Hypertext. ED 348 940

Finding New Meanings: The Development of Text Reinterpretation Skill. ED 348 648

### Textbook Content

Interdisciplinary Approaches to Science Education: A Cognitive Analysis. ED 349 157

Is What We Have, What We Want?: A Critical Review of Selected Basic Course Textbooks. ED 348 704

Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives. ED 348 669

### Textbook Dependency

Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking. ED 349 301

### Textbook Research

An Existential Description of Reading Methods and Materials in the Content Areas. ED 348 666

### Textbooks

Is What We Have, What We Want?: A Critical Review of Selected Basic Course Textbooks. ED 348 704

Using Analogies To Aid Understanding in Secondary Chemistry Education. ED 349 164

### Textile Industry

Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries. ED 348 527

Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal. ED 348 510

### Textiles Instruction

Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891

### Theater Arts

The Arizona State University K-6 Drama Theatre Curriculum Guide. ED 349 208

Drama Curriculum Guide K-6. North Dakota Arts Curriculum Project. ED 348 700

Drama Curriculum Guide 7-12. North Dakota Arts Curriculum Project. ED 348 701

### Thematic Approach

QUANTA: An Interdisciplinary Learning Community (Four Studies). ED 349 073

The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem. ED 348 688

### Theories

Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model. ED 348 619

Society and the Highest Stages of Moral Development. ED 348 600

### Theory Practice Relationship

- Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage. ED 349 125
- The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks. ED 348 584
- Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage. ED 349 124
- Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage. ED 349 123
- Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage. ED 349 122
- Increasing Fidelity between Faculty and Field in Teacher Education—Reconceptualized Institutional Settings, Programs and Roles. ED 349 284
- Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage. ED 349 126
- Networking as Community—The Nature of Curriculum: Whole Language. ED 348 649
- Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada. ED 348 857
- Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage. ED 349 127
- Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage. ED 349 128
- School Change Models and Processes: A Review of Research and Practice. ED 348 758
- School Restructuring and the Gap between Policy and Practice. ED 348 753
- Student Development as Professional Practice. ED 348 598
- Student Development as Theory. ED 348 596
- A Summons for Teacher Educators! Get off the Campus and into the Community! ED 349 263
- Thinking Skills**  
At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools. ED 349 365
- Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations. ED 349 309
- Principles To Support Higher Order Learning in the Middle Grades. ED 348 738
- Thinking about Learning from the Perspectives of Bruner and Ausubel. ED 348 930
- What's Happening with Educational Assessment? ED 349 342
- This Land Is Your Land (Song)**  
Anthropocentrism, Schools, and Environment. ED 349 241
- Time Factors (Learning)**  
Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5. ED 349 337
- IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond. ED 349 334
- Tokenism**  
The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping. ED 349 350
- Total Quality Management**  
Competitive Skills Project. Final Report. ED 348 489
- Quality in Education. ED 349 046
- Touch Terminals**  
R1E JAN 1993
- Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children. ED 349 116
- Tourism**  
Español para Hotelería y Turismo = Spanish for Travel and Tourism. ED 348 838
- Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis. ED 348 505
- Vocational Training in the Tourist Industry. ED 348 511
- Toys**  
The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting. ED 349 118
- Track System (Education)**  
How To Untrack Your School. ED 348 752
- What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT. ED 349 305
- Traffic Control**  
Oregon Traffic Patrol Manual for Schools, Revised. ED 348 748
- Traffic Safety**  
Oregon Traffic Patrol Manual for Schools, Revised. ED 348 748
- Trainers**  
In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training. ED 348 702
- Training of Trainers: Problems and Trends. ED 348 509
- Training Effectiveness**  
Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction. ED 349 294
- Training Materials**  
An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce. ED 349 119
- Training Methods**  
Service Excellence: An AV Training Program for Student-Assistant Staff. ED 348 948
- Training Needs**  
Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113
- Transfer of Training**  
Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations. ED 348 847
- Transfer Policy**  
Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education. ED 348 497
- Transfer Students**  
FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD. ED 349 338
- Student Mobility Rate: A Moving Target. ED 349 335
- Transition Time**  
Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey. ED 349 327
- Transitional Programs**  
Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage. ED 349 128
- Transition Services: Developing and Implement-
- ing IEPs for Life after School. ED 348 812
- Travel**  
Español para Hotelería y Turismo = Spanish for Travel and Tourism. ED 348 838
- Trend Analysis**  
Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond. ED 349 013
- Tropical Rain Forest**  
What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8. ED 349 247
- Trust (Psychology)**  
The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust. ED 349 268
- Trustees**  
Trustee Quarterly, 1992. ED 349 054
- Tutoring**  
Enhancing Self-esteem of At-risk High School Students. ED 348 593
- Improving the Writing of Underachieving Ninth Graders through Peer Tutoring. ED 348 679
- Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256. ED 349 049
- Two Year College Students**  
A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania. ED 349 039
- Follow-Up Study of Journalism Students—1985-1990. Volume XX, No. 8. ED 349 045
- Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92. ED 349 074
- Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College. ED 349 040
- Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3. ED 349 044
- Perspectives on the Community College: Essays. ED 349 041
- Profile of District Transfers to the University of California, California State University, and St. Mary's College. ED 349 066
- Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2. ED 349 043
- A Student Outcomes Model for Community Colleges—Measuring Institutional Effectiveness. ED 349 072
- Two Year Colleges**  
Connections through Inclusion (Multicultural Writing Community of the Two Year College). ED 348 691
- Typewriting**  
Keyboard Proficiency: An Essential Skill in a Technological Age. Number 2. ED 348 557
- Undergraduate Students**  
Grade Inflation and Student Ratings: A Closer Look. ED 349 318
- Undergraduate Study**  
Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986). ED 348 922
- Unemployment**  
Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of



- Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois).  
ED 348 537
- Long-Term Unemployed and the Elderly in Migrant Communities in Europe.  
ED 349 154
- Unified Studies Curriculum**  
QUANTA: An Interdisciplinary Learning Community (Four Studies).  
ED 349 073
- Union County School District NC**  
Transportation. The Neglected Related Service.  
ED 348 782
- Unions**  
Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining.  
ED 348 751
- United States (South)**  
A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991).  
ED 349 360
- United States Government (Course)**  
Social Studies: Secondary Course of Study.  
ED 349 207
- United States History**  
The Lessons of the Vietnam War: Unit 13. Teacher's Manual: Strategies and Resources for Teaching the Vietnam War.  
ED 349 239
- Performance-Based Education Project: A Component of the Institutional Outcomes Model. Course Prototype. U.S. History 121 (HIS121).  
ED 349 211
- Social Studies: Secondary Course of Study.  
ED 349 207
- Units of Study**  
Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom.  
ED 348 642
- Major Concepts/Events in United States-Soviet Union Relations: From the Origins to Recognition. Topic #4 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College.  
ED 349 232
- Scarcity and Survival in El Salvador. Grades Six to Twelve.  
ED 349 234
- Universities**  
The University of the Future: Problems and Prospects.  
ED 348 905
- University of Alabama System**  
Inter-campus Interactive Telecommunications System: IITS User's Guide.  
ED 348 944
- University of California San Diego**  
Teaching Models and Language Materials in Spanish for the Education of Health Care Providers.  
ED 348 881
- University of Hawaii Leeward Community College**  
Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference.  
ED 349 062
- Urban Development**  
Peace Corps: Urban Development Programming Guidelines.  
ED 349 362
- Urban Education**  
Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.  
ED 348 781
- Urban Programs**  
Peace Corps: Urban Development Programming Guidelines.  
ED 349 362

**Urban Schools**

- Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.  
ED 349 357
- Implementing School-Based Management in Urban Settings.  
ED 349 344
- Linking School Level Innovations with an Urban School District's Central Office.  
ED 349 351
- Restructuring an Urban High School. Fastback 323.  
ED 349 366
- Wichita High School West: Multicultural Education Plan 1991-92.  
ED 349 356

**Urban Teacher Preparation Program**

- Alternative Teacher Certification. Policy Briefs No. 17.  
ED 349 311

**Urban Universities**

- Types of Instructional Strategies Modeled in Urban Teacher Education Courses.  
ED 349 371

**Urban Youth**

- Cause for Alarm: The Condition of Black and Latino Males in New York City.  
ED 349 358
- Mentoring Programs for Urban Youth: Handle With Care.  
ED 349 368
- School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students.  
ED 349 364

**Use Studies**

- Computer Assisted School Automation (CASA) in Japan.  
ED 348 977
- Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School.  
ED 348 980
- ERIC User Survey. Report.  
ED 349 032
- Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.  
ED 348 956
- Information Uses: Relating Information Needs to Information Uses in Specific Contexts.  
ED 348 999
- Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991).  
ED 349 017
- Librarian Humor in Classroom and Reference.  
ED 349 018
- Library Services and the Online Campus Gateway. Final Report.  
ED 349 027
- Microcomputers in School and Public Libraries: A Directory.  
ED 349 022

**User Needs (Information)**

- Information Uses: Relating Information Needs to Information Uses in Specific Contexts.  
ED 348 999
- Library Support for Graduate Education Research and Teaching.  
ED 349 007

**User Satisfaction (Information)**

- ERIC User Survey. Report.  
ED 349 032

**USSR**

- Major Concepts/Events in United States-Soviet Union Relations: From the Origins to Recognition. Topic #4 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College.  
ED 349 232
- On the Road to a New School.  
ED 349 186
- The Soviet Breakup and U.S. Foreign Policy.  
ED 349 257

**Values**

- The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.  
ED 349 242
- Knowledge Communities and Information Network Policies.  
ED 349 003

**Values Education**

- The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.  
ED 349 242
- Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2.  
ED 349 258

**Verbal Development**

- The Acquisition of Vocabulary from Reading Stories Aloud.  
ED 348 661
- The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students.  
ED 348 513

**Verbs**

- A Study of Will and Going To in Plans and Predictions.  
ED 348 859

**Veterans**

- Payment for Assistive Devices by the Veterans Administration.  
ED 348 834

**Veterans Administration**

- Payment for Assistive Devices by the Veterans Administration.  
ED 348 834

**Veterans Education**

- GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate of the Congressional Budget Office.]  
ED 348 536

**Video Teleconferencing**

- Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.  
ED 349 125
- Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.  
ED 349 124
- Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.  
ED 349 123
- Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage.  
ED 349 122
- Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.  
ED 349 129
- Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.  
ED 349 126
- Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.  
ED 349 127
- Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.  
ED 349 128

**Video Telephone**

- Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4.  
ED 348 796
- Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability. Report No. 3.  
ED 348 795
- Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1.  
ED 348 777

**Videodisks**

- The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.

- ED 348 938**
- Videotape Cassettes**  
The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.  
ED 348 938
- Videotape Recordings**  
African and African American Audio Visual Materials: A Selected List for Public Libraries.  
ED 348 950  
Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.  
ED 348 976  
Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations.  
ED 349 309
- Vietnam War**  
The Lessons of the Vietnam War: Unit 13. Teacher's Manual: Strategies and Resources for Teaching the Vietnam War.  
ED 349 239
- Violence**  
Conflict Resolution Strategies: Anger and Aggression in School Age Children.  
ED 348 637  
International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America.  
ED 349 080
- Virginia**  
Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education.  
ED 348 497  
Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27.  
ED 348 760  
The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23.  
ED 348 481  
Training Needs of Family Child Care Providers: Seeking Alternatives.  
ED 349 091
- Visual Arts**  
The Professional Artist's Thinking Style: An In-Depth Study.  
ED 349 219
- Visual Attention**  
Towards an Ecology of Mind.  
ED 349 084
- Visual Impairments**  
Basic Education Needs of Visually Impaired Adults.  
ED 348 501  
Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year I: Results of the First Year of a Five Year Study.  
ED 348 830
- Vocabulary Development**  
The Acquisition of Vocabulary from Reading Stories Aloud.  
ED 348 661  
Classroom Activities: Increase the Challenge.  
ED 348 853  
Language Production-Language Contact: The Significance of Learners' Speech.  
ED 348 843  
The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students.  
ED 348 513  
Vocabulary Enrichment: Technology to the Rescue!  
ED 348 646
- Vocabulary Skills**  
The Acquisition of Vocabulary from Reading Stories Aloud.  
ED 348 661
- Vocational Directors**  
RIE JAN 1993
- The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions.  
ED 348 514
- Vocational Education**  
Accountability for Vocational Education: A Practitioner's Guide.  
ED 348 570  
Assessing Special Populations in Vocational Programs. Annotated Resource List.  
ED 348 528  
Assessing the Productivity of Vocational/Technical Graduates.  
ED 348 480  
Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs.  
ED 348 488  
The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).  
ED 348 576  
The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.  
ED 348 577  
Exemplary Programs Serving Special Populations. Volume 1.  
ED 348 571  
Females in Vocational Education: Reflections of the Labor Market.  
ED 348 547  
FORCE Containing Vocational Training in Europe. Vademecum.  
ED 348 468  
Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.  
ED 348 544  
Integration of Academic and Vocational Education. Annotated Resource List.  
ED 348 529  
Integration of Vocational and Academic Education: Theory and Practice.  
ED 348 491  
It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools.  
ED 348 545  
Linking Planning and Evaluation: Review and Synthesis of Literature.  
ED 348 572  
Reconsidering Vocational Technical Education for Black and Latino Youth.  
ED 348 490  
Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.  
ED 348 512  
Strands of Opportunity, Webs of Hope: Weaving a Seamless Education System for Workplace Needs. 1991 Annual Report.  
ED 348 498  
Technical and Adult Education Review.  
ED 348 543  
Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406.  
ED 349 035  
Vocational Training in the Tourist Industry.  
ED 348 511  
Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie.  
ED 348 523
- Vocational Education Teachers**  
Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report.  
ED 349 303  
The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23.  
ED 348 481
- Vocational Evaluation**  
Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.  
ED 348 575
- Vocational Followup**
- Assessing the Productivity of Vocational/Technical Graduates.  
ED 348 480
- Volleyball**  
NAGWS Volleyball Rulebook, 1992. Official Rules & Interpretations/Officiating.  
ED 349 288
- Volunteer Training**  
The Agelink Project Replication Manual: An Intergenerational School-Age Child-Care Program.  
ED 349 095  
Language Learning Strategies for Peace Corps Volunteers.  
ED 348 877
- Volunteers**  
Academic Credit at Marymount Manhattan College for Student Volunteers.  
ED 348 898  
Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.  
ED 349 138
- Vygotsky (Lev S)**  
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development.  
ED 348 667
- Wake County Public School System NC**  
Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report.  
ED 349 087
- War**  
Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.  
ED 349 106
- Washington**  
Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations.  
ED 349 063  
Portfolio Assessment: Implementation and Use at an Elementary Level.  
ED 349 330
- Waste Disposal**  
Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.  
ED 349 172
- Wastes**  
Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.  
ED 349 172
- Water Pollution**  
Ripples: A Big Sweep Elementary Activity Guide.  
ED 349 171
- Water Resources**  
Ripples: A Big Sweep Elementary Activity Guide.  
ED 349 171
- Welding**  
Fundamentals of Welding. Teacher Edition.  
ED 348 483  
Gas Metal Arc Welding and Flux-Cored Arc Welding. Teacher Edition. Second Edition.  
ED 348 487
- Welfare Recipients**  
Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.  
ED 348 575  
How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study.  
ED 348 532  
Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program.  
ED 348 533
- West Germany (Berlin)**  
When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College.  
ED 349 245
- West Virginia**  
Technical and Adult Education Review.

- Wetlands**  
Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12. ED 348 543  
Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3. ED 349 141  
Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II. ED 349 140  
Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II. ED 349 139
- White Collar Crime**  
White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1. ED 349 193
- White Students**  
The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping. ED 349 350  
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students. ED 349 364
- Whites**  
Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska. ED 348 555
- Whole Language Approach**  
Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders. ED 348 659  
Networking as Community-The Nature of Curriculum: Whole Language. ED 348 649  
The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem. ED 348 688  
Whole Language Approaches in Adult Literacy. ED 348 890
- Wichita Public Schools KS**  
Wichita High School West: Multicultural Education Plan 1991-92. ED 349 356
- Wildlife**  
Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide. ED 349 177  
Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12. ED 349 141  
Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3. ED 349 140  
Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II. ED 349 139
- Wildlife Management**  
Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 479  
Decline of the Sea Turtles: Causes and Prevention. ED 349 155
- William Rainey Harper College IL**  
Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3. ED 349 044
- Wingspread Conferences**  
A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2. ED 349 167
- Winning**  
Winning. A Student Notebook and A Teacher's Guide. ED 348 615
- Withdrawal (Education)**  
Student Mobility Rate: A Moving Target. ED 349 335
- Women Faculty**  
The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico. ED 348 698
- Leadership from the Classroom: Women Teachers as a Key to School Reform.** ED 348 771
- Womens Education**  
Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program. ED 348 533  
Without Women No Development: Selected Case Studies from Asia of Non-Formal Education for Women. ED 349 196  
Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie. ED 348 523
- Woodcock Johnson Psycho Educational Battery**  
Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports. ED 349 322//
- Word Problems (Mathematics)**  
The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science. ED 349 331  
Word Problems: Comprehending the Problem in Fourth Grade. ED 348 662
- Word Processing**  
The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program. ED 348 663
- Work Ethic**  
Career Magnets: Interviews with Students and Staff. ED 348 531
- Work Experience**  
Planning/Evaluation Report for 1990-91: New Horizons Program. ED 349 090
- Work Experience Programs**  
Cooperative Education: A Guide for Maine Cooperative Education Programs. ED 348 553
- Work Study Programs**  
Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor. ED 348 996
- Working Hours**  
Practices of Effective CEOs: A Preliminary Discussion. ED 348 713
- Workplace Literacy**  
Competitive Skills Project. Final Report. ED 348 489  
Developing Workplace Literacy Programs. ED 348 578  
Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project. ED 348 579  
A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program. ED 348 580  
Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891  
Workplace Literacy. Project SIDE. Procedural Report. ED 348 550
- Workshops**  
Integrating Curriculum and Assessment: A Workshop Guide. ED 349 317
- World Affairs**  
The Soviet Breakup and U.S. Foreign Policy. ED 349 257  
What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8. ED 349 247
- World Bank**  
Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172. ED 348 761
- World History**  
Two Visions of the Conquest. Grades 9-12. ED 349 235  
When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College. ED 349 245
- World Literature**  
Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom. ED 348 856
- World Problems**  
50 Simple Things Kids Can Do To Save the Earth. ED 349 165
- World War II**  
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism. ED 349 248
- Writing (Composition)**  
"Declassicizing" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance. ED 348 695  
Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition. ED 348 879
- Writing Ability**  
Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities. ED 348 643
- Writing Across the Curriculum**  
Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC-An Answer to Multicultural Diversity." ED 348 693
- Writing Assignments**  
Autobiography and the Exploratory Essay. ED 348 672  
Collaborative Ghost Writing. ED 348 671  
Meaning-Making through Writing and Art Collaboration. ED 349 057  
Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC-An Answer to Multicultural Diversity." ED 348 693
- Writing Attitudes**  
Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58. ED 348 664
- Writing Development**  
Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes. ED 348 680  
Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58. ED 348 664
- Writing Difficulties**  
Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC-An Answer to Multicultural Diversity." ED 348 693
- Writing Evaluation**  
Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 203  
Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 204  
TAAS and the Writing Process: A Composition Handbook. Grades 3 through 5. ED 348 675  
Writing in a Foreign Language and Rhetorical



Transfer: Influences on Raters' Evaluations.  
ED 348 847

**Writing Improvement**

Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading.

ED 348 696

Improving Language Arts Skills at the Elementary School Level.

ED 348 683

Improving the Writing of Underachieving Ninth Graders through Peer Tutoring.

ED 348 679

Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.

ED 348 680

Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58.

ED 348 664

**Writing Instruction**

Autobiography and the Exploratory Essay.

ED 348 672

Beginning the Computer Community: Establishing a Computer Writing Classroom.

ED 348 690

Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.

ED 349 064

Collaborative Ghost Writing.

ED 348 671

Connections through Inclusion (Multicultural Writing Community of the Two Year College).

ED 348 691

Discoveries & Dialogues: The Making Thinking Visible Casebook.

ED 348 670

Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.

ED 348 694//

Improving Language Arts Skills at the Elementary School Level.

ED 348 683

Improving the Writing of Underachieving Ninth Graders through Peer Tutoring.

ED 348 679

Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.

ED 348 680

Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58.

ED 348 664

Meaning-Making through Writing and Art Collaboration.

ED 349 057

Non-Intrusive Grammar in Writing.

ED 348 684

TAAS and the Writing Process: A Composition Handbook. Grades 3 through 5.

ED 348 675

Today's Student Is Tomorrow's Citizen.

ED 348 677

To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training.

ED 348 674

Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations.

ED 348 847

**Writing Laboratories**

Beginning the Computer Community: Establishing a Computer Writing Classroom.

ED 348 690

**Writing Processes**

Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.

ED 348 680

**Writing Skills**

Improving Language Arts Skills at the Elementary School Level.

ED 348 683

Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.

ED 348 522

Improving the Writing Skills for Third, Fourth,

and Fifth Grade Gifted Students through the Use of Developmental Processes.

ED 348 680

Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program.

ED 349 205

**Writing Strategies**

Discoveries & Dialogues: The Making Thinking Visible Casebook.

ED 348 670

**Writing Tests**

Creative Written Testing.

ED 348 858

TAAS and the Writing Process: A Composition Handbook. Grades 3 through 5.

ED 348 675

**Writing Workshops**

Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58.

ED 348 664

**Written Language**

Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations.

ED 348 847

**Young Adults**

Familial Risk and Protective Factors Influencing Adolescent Mental Health.

ED 349 105

Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.

ED 349 332

**Young Children**

Behavior Management for Young Children.

ED 349 108

Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development.

ED 348 667

Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies.

ED 348 655

Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children.

ED 349 116

Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.

ED 349 106

**Youth**

Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.

ED 349 138

**Youth Attitude Tracking Survey**

Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.

ED 349 332

**Youth Employment**

Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.

ED 348 512

**Youth Problems**

Juvenile Justice and Delinquency Prevention Amendments of 1992. Report To Accompany H.R. 5194. Including Cost Estimate of the Congressional Budget Office. House of Representatives, 102d Congress, 2d Session.

ED 348 612

LRE and Juvenile Justice in the 90s.

ED 349 197

**Youth Programs**

Exemplary Programs Serving Special Populations. Volume 1.

ED 348 571

The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment.

ED 349 189

Mentoring Programs for Urban Youth: Handle

With Care.

ED 349 368

**Zone of Proximal Development**

Feedback as a "Zone of Proximal Development."

ED 349 159



# Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection .

Author ————— **McKeachie, Wilbert J.**

Title ————— Teaching Tips: A Guidebook for the Beginning College  
Teacher, Eighth Edition.

ED 298 813 ————— Accession Number

**Aburto, Sofia**  
Comparing Superintendents', Title VII Directors',  
and School Principals' Perceptions of Capacity  
Building Success.

ED 348 716

**Addonizio, Michael**  
Recent Developments in School Finance Litiga-  
tion: Some Observations on Causes and Implica-  
tions. Policy Report PR-B11.

ED 348 728

**Adelman, Clifford**  
NLS-72-Postsecondary Education Transcript  
Files. Data User's Manual for Revised Transcript,  
Term, and Course Files. Supplementary Adden-  
dum.

ED 349 341

**Alexander, Debbie**  
Sourcebook of Arts Statistics: 1989. 1992 Adden-  
dum.

ED 349 240

**Amundson, Kristen**  
Getting Your Child Ready for School...and the  
School Ready for Your Child.

ED 348 727

**Anderson, Debra J.**  
Teacher Supervision That Works: A Guide for  
University Supervisors.

ED 349 307//

**Anderson, James A.**  
Service Excellence: An AV Training Program for  
Student-Assistant Staff.

ED 348 948

Supporting Faculty with Media Equipped Class-  
rooms: Considerations for Design and Implemen-  
tation.

ED 348 949

**Anderson, Marilyn Miller**  
Journeys, Boundaries, Maps, Paths, and Para-  
digms: The Decorah Hmong and the Decorah Na-  
tive.

ED 349 221

**Anderson, Norman D.**  
Hidden Treasures for Science Teaching: United  
States Patents.

ED 349 162

**Anderson, Paul S.**  
Methods and Materials for Geography Education  
Improvement through Innovative, Machine-  
Scored Assessment.

ED 349 323

Quantitative Comparisons of Difficulty, Discrimi-  
nation and Reliability of Machine-Scored Com-  
pletion Items and Tests (in the MDT Un-Cued  
Answer-Bank Format) in Contrast with Statistics  
from Comparable Multiple Choice Questions:  
The First Round of Results.

ED 349 319

**Anderson, Stephen A.**  
A Mastery Learning Experiment.

ED 348 668

**Apea, Emmanuel**  
Women Too in Science and Technology in Africa:  
A Resource Book for Counselling Girls and  
Young Women.

ED 349 195

**App, Anne H.**  
The Design Conference for the National Assess-  
ment of Vocational Education. Summary Pro-  
ceedings. (Washington, D.C., March 13-15,  
1991).

ED 348 576

**App, Anne H., Comp.**  
The Design Conference for the National Assess-  
ment of Vocational Education (Washington,  
D.C., March 13-15, 1991). Papers.

ED 348 577

**Apps, Jerold W.**  
Adult Education: The Way to Lifelong Learning.  
Fastback 334.

ED 348 517

**Archibald, Matthew E.**  
Juvenile Delinquency: A Study of Massachusetts  
Juvenile Probationers.

ED 348 594

**Arena, Nancy J., Ed.**  
Internationalizing Undergraduate Education:  
Highlights of a Systemwide Invitational Confer-  
ence. (Long Beach, CA, November 19-21, 1986).

ED 348 922

**Armel, Donald**  
Educating the Faculty and Staff to Computer Use:  
A Working Model.

ED 348 943

Teacher Education Faculty and Computer Com-  
petency.

ED 349 290

**Artman, Johanne I.**  
Meeting Individual Needs Fosters Retention.

ED 349 070

**Asche, F. Marion**  
Linking Planning and Evaluation: Review and  
Synthesis of Literature.

ED 348 572

**Atwater, Jay**  
Achievement and Enrollment Evaluation of the  
Central Computers Unlimited Magnet High  
School 1990-1991.

ED 348 961

The Computers Unlimited Magnet Elementary  
Schools 1990-1991. Formative Evaluation.

ED 348 966

**Auspos, Patricia**  
Assessing JOBS Participants. Issues and  
Trade-Offs. Papers for Practitioners.

ED 348 575

**Avens, Cynthia**  
QUANTA: An Interdisciplinary Learning Com-  
munity (Four Studies).

ED 349 073

**Baenen, Nancy R.**  
Early Prevention of School Failure: Longitudinal  
Study 1987-1991. Evaluation Report.

ED 349 087

**Baird, Irene C.**  
How Some Low Income Women View Learning  
as They Prepare for the Work Force: A Compar-  
ative Case Study.

ED 348 532

Preparing Low Income Women for Today's  
Workplace: A Case Study on the Evolution of a  
Communications Model within a Job Training  
Program.

ED 348 533

**Baird, Leonard L.**  
The Changing Atmosphere for Research among  
Graduate Students.

ED 348 926

The Stages of the Doctoral Career: Socialization  
and Its Consequences.

ED 348 925

**Baker, Nancy A.**  
Strategies for School-Age Child Care in Texas.

ED 349 082

**Bales, Terry Wallace**  
The Dumbing of America: Education in the Me-  
dia Age. Rancho Santiago College Second Annual  
Faculty Lecture.

ED 348 707

**Balla, John**  
Goodness of Fit Confirmatory Factor Analysis:  
The Effects of Sample Size and Model Parsimony.

ED 349 316

**Baratta, Frank**



- Profile of District Transfers to the University of California, California State University, and St. Mary's College.  
ED 349 066
- Barger, Robert**  
Educating the Faculty and Staff to Computer Use: A Working Model.  
ED 348 943
- Barger, Robert N.**  
Teacher Education Faculty and Computer Competency.  
ED 349 290
- Barnett, Claudia**  
Collaborative Ghost Writing.  
ED 348 671
- Barnett, Lynn, Ed.**  
Beacon College Project Directory.  
ED 349 075
- Barnhart, Jo Anne B.**  
Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992).  
ED 349 094
- Barry, Steve**  
Winning. A Student Notebook and A Teacher's Guide.  
ED 348 615
- Barton, Paul E.**  
America's Smallest School: The Family. Policy Information Report.  
ED 349 320
- Bate, Barbara**  
Partnerships in Literacy: A Guide for Community Organization and Program Development.  
ED 348 561
- Beach, Waldo**  
Ethical Education in American Public Schools. Reference & Resource Series.  
ED 349 256
- Beal, Carole R.**  
Finding New Meanings: The Development of Text Reinterpretation Skill.  
ED 348 648
- Bearman, David, Ed.**  
Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.  
ED 348 997
- Beck, Mary Giraudo**  
Shamans and Kuskatkas: North Coast Tales of the Supernatural.  
ED 349 133
- Becker, Henry Jay**  
Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports.  
ED 348 939
- Becker, Patricia T.**  
Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.  
ED 349 088
- Beeken, Lois A.**  
Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?  
ED 348 535
- Behrens, Martina**  
Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.  
ED 348 512
- Behrman, Carol H.**  
Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.  
ED 348 694//
- Bellon, Jerry J.**  
An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program.  
ED 348 749
- Benard, Bonnie**  
Mentoring Programs for Urban Youth: Handle With Care.  
ED 349 368
- Benseler, David P.**  
Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report.  
ED 348 852
- Benson, Delwin E.**  
Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.  
ED 349 147
- Benton, Davis**  
A Consolidation Success Story.  
ED 349 136
- Berens, Eileen**  
Is What We Have, What We Want?: A Critical Review of Selected Basic Course Textbooks.  
ED 348 704
- Bergen, Theo C. M.**  
Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations.  
ED 349 292
- Bergner, Siegfried**  
Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.  
ED 348 524
- Berlin, Donna F.**  
A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2.  
ED 349 167
- Berliner, David C.**  
Educational Reform in an Era of Disinformation.  
ED 348 710
- Bialo, Ellen R.**  
Ethical Use of Information Technologies in Education: Important Issues for America's Schools.  
ED 348 989
- Bina, Michele**  
Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.  
ED 348 499
- Birch, Carol P.**  
Teaching Socialization and Sex Education to Persons with Mental Retardation.  
ED 348 787
- Bishop-Clark, Catherine**  
Field Independence and Programming Achievement: A Meta-Analysis.  
ED 348 983
- Bjornson, Richard, Ed.**  
The University of the Future: Problems and Prospects.  
ED 348 905
- Bleuer, Jeanne C.**  
Student Self-Esteem: A Vital Element of School Success. Volume 1.  
ED 348 633
- Blume, Glendon W.**  
Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers.  
ED 349 175
- Bobbett, Gordon C.**  
Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools.  
ED 349 202
- Bobbett, Nan C.**  
Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools.  
ED 349 202
- Boggess, Barbara A.**  
Non-Intrusive Grammar in Writing.  
ED 348 684
- Bogotch, Ira E.**
- Linking School Level Innovations with an Urban School District's Central Office.  
ED 349 351
- Boles, Katherine**  
Assessing the Needs of Teacher Leaders in Massachusetts.  
ED 348 770
- Leadership from the Classroom: Women Teachers as a Key to School Reform.  
ED 348 771
- Bonitatus, Gary**  
Finding New Meanings: The Development of Text Reinterpretation Skill.  
ED 348 648
- Borg, Myra Kitchens**  
Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes.  
ED 349 069
- Bourne, Jill**  
Towards an Alternative Model of Second Language Learning.  
ED 348 844
- Bouvier, Leon F.**  
The Baby Boom-Entering Midlife.  
ED 349 198
- Bowden, John D.**  
Estimating the Costs of Providing Early Intervention and Preschool Special Education Services.  
ED 348 783
- Box, Wilford Winston**  
The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College.  
ED 349 076
- Boykin, Kathleen G.**  
Creative Written Testing.  
ED 348 858
- Bozzato, Eva**  
Today's Student Is Tomorrow's Citizen.  
ED 348 677
- Bracht, Glenn**  
Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.  
ED 349 273
- Branson, Robert K.**  
Technology Transfer and the Job Skills Education Program: Preliminary Results.  
ED 348 960
- Braswell, Ray**  
Use of Interactive Videodisc Technology in a Physical Education Methods Class.  
ED 348 936
- Brett, Leslie J.**  
Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.  
ED 348 544
- Brock, Sharon L.**  
Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991.  
ED 349 223
- The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation.  
ED 349 222
- The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.  
ED 349 225
- Brodin, Jane**  
Preschool Children with Disabilities in Sweden.  
ED 348 797
- Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4.  
ED 348 796
- Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability. Report No. 3.  
ED 348 795
- Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress.  
ED 348 795

## Author Index

- Report 92-1. ED 348 777
- Brown-Haynes, Sharon**  
Language and Literacy: Implications for Enhancing Reading Instruction. ED 348 653
- Brown, Gillian**  
Grading and Professionalism in ELT. ED 348 841
- Brown, Jennifer**  
Use of Interactive Videodisc Technology in a Physical Education Methods Class. ED 348 936
- Brown, Naomi S.**  
Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members. ED 349 190
- Bruchac, Joseph**  
Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide. ED 349 177
- Bryan, Lynn B.**  
An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills. ED 348 855
- Buechler, Mark**  
Alternative Teacher Certification. Policy Briefs No. 17. ED 349 311
- Buehler, Ruth M. C.**  
Making School Fun for You and Your Students. ED 349 302
- Buenaventura, Lisa**  
The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program. ED 349 262
- Bullis, Ronald K.**  
Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3. ED 348 608
- Burac, Zipura T.**  
Exemplary Programs Serving Special Populations. Volume 1. ED 348 571
- Burenstein, Benjamin D.**  
Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891
- Burgess, Carla B., Ed.**  
Ripples: A Big Sweep Elementary Activity Guide. ED 349 171
- Burmeister, Marsha L.**  
Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School. ED 348 980
- Burnside, Robert M.**  
Training for Action: A New Approach to Executive Development. Report Number 153. ED 348 496
- Busman, Douglas**  
The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust. ED 349 268
- Butterworth, George**  
Towards an Ecology of Mind. ED 349 084
- Buttram, Joan L.**  
Evaluation of Heartwood Program. ED 348 644
- Caduto, Michael J.**  
Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide. ED 349 177
- Camburn, Eric M.**  
A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988. ED 349 367
- Candlin, C.**  
Interpretations and Explanations in Discourse: Modes of Advising in Family Planning. ED 348 845
- Capper, Colleen A.**  
Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities. ED 348 781
- Cardenas, Manuel**  
Problems from Alcohol Use in Two Hispanic Youth Populations. ED 349 282
- Carr, John C.**  
The New Hampshire Mentor Project: Bridging the Gap between Concept and Application. ED 349 276
- Carrier, Lawren A.**  
Assisting High School Seniors Who Have Not Made Post Graduation Plans through the Use of Individual and Group Guidance Exercises. ED 348 616
- Carter, Mary**  
Transportation. The Neglected Related Service. ED 348 782
- Casaregola, Vincent**  
"Declassifying" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance. ED 348 695
- Cassell, Marianne Kotch**  
Planning for Accessibility. ED 348 995
- Castle, Joyce**  
A Collaborative Venture in Preservice Education: Participant Practices and Learnings. ED 349 269
- Castle, Shari**  
Restructuring Schools: New Tensions and Dilemmas for Teachers. ED 349 300
- Champagne, Audrey B.**  
Interdisciplinary Approaches to Science Education: A Cognitive Analysis. ED 349 157
- Chan, Adrian**  
Global Warming: A Supplementary Guide to the Hypercard Stack. ED 349 246
- Chan, Adrian**  
When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College. ED 349 245
- Chang, Shan-Ju**  
Information Uses: Relating Information Needs to Information Uses in Specific Contexts. ED 348 999
- Chapman-Ashley, Lee**  
Returning to College: A Resource and Planning Guide for CSUH Adult Students. ED 348 923
- Chick, John**  
Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6. ED 348 952
- Chitwood, James P.**  
A Decision-Making Analysis of Fund Raising Options in a Public Community College. ED 349 065
- Christina, Barbara**  
An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom. ED 348 865
- Christmas, Oren L.**  
Special Education and the Michigan Educational Assessment Program (MEAP). ED 348 779
- Christmas, Oren L.**  
Special Education Learning Materials Centers (SELMC). ED 348 792
- Copper, Linda Royahn** 229  
ED 348 780
- Chyu, Chi-oy W.**  
Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach. ED 348 860
- Clavner, Catherine**  
Accessing the Senior Citizen Student. ED 349 067
- Clavner, Jerry**  
Accessing the Senior Citizen Student. ED 349 067
- Clay, Phyllis L.**  
Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991. ED 349 251
- Clay, Phyllis L.**  
The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation. ED 349 224
- Clay, William L.**  
Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991). ED 349 085
- Clements, William**  
Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3. ED 349 192
- Clune, William H.**  
When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers. ED 348 711
- Cobb, R. Brian**  
Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report. ED 349 303
- Cohen, Arthur M., Ed.**  
Perspectives on the Community College: Essays. ED 349 041
- Cohen, Lawrence H.**  
Personal Responsibility versus God's Will: Religious and Non-religious Attributions for the Death of a Friend. ED 348 582
- Coley, Richard J.**  
America's Smallest School: The Family. Policy Information Report. ED 349 320
- Collins, Norma Decker**  
The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students. ED 348 513
- Commons, Michael L.**  
Institutional Atmosphere, Individual Development, and the Higher Moral Stages. ED 348 617
- Commons, Michael L.**  
Society and the Highest Stages of Moral Development. ED 348 600
- Conklin, Karen A.**  
Perceptions of Johnson County Community College by Residents of Johnson County. [Revised.] ED 349 051
- Connelly, Colette**  
Lorna Dee Cervantes: A Writer in the Margins. ED 348 678
- Cook, Ronna**  
A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2. ED 348 599
- Cooper, James**  
Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. ED 348 920
- Copper, Linda Royahn**  
Using Instructional Technology with Homebound Students. ED 348 792

- Cornbleth, Catherine**  
Interdisciplinary Approaches to Science Education: A Cognitive Analysis. ED 349 157
- Cornell, George, Ed.**  
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues. ED 349 148
- Costley, Joan B.**  
Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113
- Cote-Moran, Claudette**  
Classroom Activities: Increase the Challenge. ED 348 853
- Courtney, Jan**  
Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas-Pan American. ED 348 708
- Cradler, John**  
Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary. ED 348 976
- Crahay, Marcel**  
Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education. ED 349 081
- Craig, Ford M.**  
Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15. ED 349 050
- Craig, Hilary, Ed.**  
Literacy Works, Volume 2, Number 1-2, 1991. ED 348 892
- Craig, K. M.**  
The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping. ED 349 350
- Crandall, JoAnn**  
Whole Language Approaches in Adult Literacy. ED 348 890
- Cranston-Gingras, A. M.**  
Special Education Teacher Certification Trends: A National Survey. ED 348 786
- Crawford, Clarence C.**  
The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives. ED 348 552
- Creal, Richard C.**  
Administrative Compensation Survey, 1990-91. ED 348 897
- Crites, Marsha**  
The Agelink Project Replication Manual: An Inter-generational School-Age Child-Care Program. ED 349 095
- Crooks, Beryl**  
The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research. ED 348 938
- Crosbie-Burnett, Margaret**  
The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks. ED 348 584
- Cutting, Alan K.**  
The Role of Media Technology within the Proposed Open University of Tanzania. ED 348 958
- Cyrus, Stanley A.**  
Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom. ED 348 856
- Daly, Joseph L.**
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.** ED 348 627
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.** ED 348 628
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.** ED 348 629
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.** ED 348 630
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.** ED 348 631
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.** ED 348 632
- Dana, Nancy Fichtman**  
Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. ED 349 308
- Daniels, Susan J.**  
Adult Literacy: An Evaluation of a Successful Program. ED 348 515
- Davidson, Louise K.**  
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. ED 349 216
- In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book.** ED 349 217
- Davidson, Raymond A., Jr.**  
Vocabulary Enrichment: Technology to the Rescue! ED 348 646
- Davies, Don**  
The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration. ED 349 348
- De Vita, Carol J.**  
The Baby Boom-Entering Midlife. ED 349 198
- Dean, Janet H.**  
Nursing Predictors Study, Phase One. ED 349 036
- Dean, Winston**  
Student Success and Instructor Pass Rates. ED 349 077
- DeBord, Karen**  
Training Needs of Family Child Care Providers: Seeking Alternatives. ED 349 091
- Dechert, Hans**  
Language Production-Language Contact: The Significance of Learners' Speech. ED 348 843
- Decoster, Yves**  
Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie. ED 348 523
- Del Prete, Thomas**  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook. ED 349 266
- Deneire, Marc**  
Democratizing English as an International Language. ED 348 692
- DeNight, Shawn**  
Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading. ED 348 696
- Denton, Jon**  
Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance. ED 349 271
- Diaz, Carlos, Ed.**  
Multicultural Education for the 21st Century. NEA School Restructuring Series. ED 349 370
- Dick, David**  
Behavior Challenges: A Shared Approach. ED 348 634
- Dick, Warren**  
Laying a Foundation for Russian for Business and Economics. ED 348 885
- Dilworth, Mary E., Ed.**  
Diversity in Teacher Education: New Expectations. ED 349 312//
- Dobbs, Stephen Mark**  
The DBAE Handbook: An Overview of Discipline-Based Art Education. ED 349 253
- Doby, Janice K.**  
Word Problems: Comprehending the Problem in Fourth Grade. ED 348 662
- Donley, Jan**  
Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students. ED 348 927
- Donlin, Mike**  
The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program. ED 349 262
- Donnan, Peter, Ed.**  
Occasional Papers in Distance Education: Number 12, Charles Sturt University. ED 348 986
- Donofrio, Kathleen**  
Administrative Compensation Survey, 1990-91. ED 348 897
- Douglas, Denise**  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349
- Dowd, Steven B.**  
Academic Integrity-A Review and Case Study. ED 349 060
- Human Resource Development Planning Based on Accreditation Guidelines.** ED 348 581
- Duany, Luis A.**  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version. ED 349 353
- Duckenfield, Marty**  
Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report. ED 348 622
- Dunne, Kathy**  
The New Hampshire Mentor Project: Bridging the Gap between Concept and Application. ED 349 276
- Dupont, Georges**  
Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom. ED 348 526
- Training of Trainers: Problems and Trends.** ED 348 509
- Duxbury, Nancy**  
The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase I: August 1990-August 1991. Final Report: September 1991. ED 348 988
- Dworet, Don**



- Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach. ED 349 270
- Dyer, Penelope A.**  
An Existential Description of Reading Methods and Materials in the Content Areas. ED 348 666
- Edwards, Allen G.**  
Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2. ED 349 059
- Edwards, Susan**  
Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child. ED 348 846
- Egermeier, John**  
School Change Models and Processes: A Review of Research and Practice. ED 348 758
- Eldridge, Natalie S.**  
Counseling Dual Career Families: Heterosexual and Lesbian Perspectives. ED 348 601
- Ellsworth, Nancy J.**  
Types of Instructional Strategies Modeled in Urban Teacher Education Courses. ED 349 371
- Enloe, Walter, Ed.**  
Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change. ED 349 137
- Erickson, Dianne K.**  
The Oregon Mathematics Teachers of Middle School Mathematics Project: A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report. ED 349 170
- Eubanks, Eugene**  
Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender. ED 348 712
- Evans, H. Dean**  
Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990. ED 348 735
- Evans, William J.**  
Implementing School-Based Management in Urban Settings. ED 349 344
- Fairfax, Jean**  
A Perspective on the Continuing Struggle for Equity. ED 349 359
- Farr, Charlotte Webb**  
The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students. ED 348 513
- Farris, Pamela J.**  
Achieving Adult Literacy. Fastback 330. ED 348 516
- Fasko, Daniel, Jr.**  
Enhancing Self-esteem of At-risk High School Students. ED 348 593
- Fasolo, Peter M.**  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications. ED 348 906
- Fayne, Harriet R.**  
Building Consensus: Articulating a Knowledge Base for Teacher Education. ED 349 275
- Feder, Eric**  
Colorado Distance Learning Resources: Instructional and Staff Development Programming Available to Colorado School Districts. 1992-93
- School Year. ED 348 941
- Feldman, Allan**  
Models of Equitable Collaboration between University Researchers and School Teachers. ED 349 293
- Feller, Richard W.**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual. ED 348 627
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students. ED 348 628
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor. ED 348 629
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace. ED 348 630
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs. ED 348 631
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal. ED 348 632
- Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Review of Literature. ED 348 626
- Fennell, Brian H.**  
Linking Investment in Education to Economic Growth. ED 348 730
- Fersh, Seymour H.**  
Integrating the International/Intercultural Dimension in the Community College. ED 349 061
- Fiene, Richard**  
Measuring Child Care Quality. ED 349 092
- Fillmore, Lily Wong**  
Latino Families and the Schools. ED 349 134
- Finkelstein, Karen S.**  
Improving Language Arts Skills at the Elementary School Level. ED 348 683
- Fischer, Susanne E.**  
Nursing Predictors Study, Phase One. ED 349 036
- Flemming, Emmett, Jr.**  
NCES Statistical Standards. ED 349 343
- Flint, W. Wallace**  
Enhancing Self-esteem of At-risk High School Students. ED 348 593
- Flyr, Mary L.**  
The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality? ED 349 053
- Fondas, Linda Blondet**  
The Acquisition of Vocabulary from Reading Stories ALOUD. ED 348 661
- Foorman, Barbara R.**  
Links among Segmenting, Spelling, and Reading Words in First and Second Grades. ED 348 647
- Fortney, Clarence**  
Fundamentals of Welding. Teacher Edition. ED 348 483
- Gas Metal Arc Welding and Flux-Cored Arc Welding. Teacher Edition. Second Edition. ED 348 487
- Fotinoupolou, K.**  
Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries. ED 348 527
- Fox, Stephen L.**  
Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students. ED 348 681
- Franklin, Jennifer**  
Grade Inflation and Student Ratings: A Closer Look. ED 349 318
- Franz, Hans-Werner**  
Occupational Profiles in the European Steel Industry. ED 348 504
- Freedman-Doan, Carol**  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change. ED 349 096
- Freeman, Frank H., Ed.**  
Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership. ED 348 494
- Freeman, Mary Helen**  
Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes. ED 348 680
- French, Dan**  
The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development. ED 348 721
- French, Laurence Armand**  
Cultural Disintegration Perpetuated through Substance Abuse among American Indians. ED 348 590
- Frisk, Philip**  
Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English." ED 348 673
- Fullan, Michael G.**  
Teacher Purpose and Educational Change: Moving toward a Broader Agenda. ED 348 767
- Fuller, Bruce, Ed.**  
Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132. ED 348 724
- Furtwengler, Willis J.**  
Leadership for School Quality—Personal Challenge, the Missing Factor. ED 348 772
- Gahart, Martin T.**  
Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy. ED 349 332
- Galaz-Fontes, Jesus Francisco**  
Leadership May Provide the Means of Moving Up in Adult Moral Developmental Stages. ED 348 614
- Galligan, Dennis J.**  
Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program. ED 348 916
- Garcia, Anthony E.**  
A Student Outcomes Model for Community Colleges—Measuring Institutional Effectiveness. ED 349 072
- Garcia, Georgia Earnest**  
The Literacy Assessment of Second-Language Learners. ED 348 665
- Gati, Itamar**  
Computer-Assisted Career Counseling: Inherent Contradictions, Problems, and Prospects.

- Gender Differences in the Readiness To Accept Career Compromise. ED 348 610
- Gay, Lucy  
Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference. ED 349 062
- Genge, Fred C.  
Assessing Inefficiencies in Illinois School Districts. ED 348 764
- George, Paul  
How To Untrack Your School. ED 348 752
- Giblin, Anthony  
A Collaborative Venture in Preservice Education: Participant Practices and Learnings. ED 349 269
- Gibson, LeRoy  
Food Production, Management, and Services. Baking. Teacher Edition. Second Edition. ED 348 484  
Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition. ED 348 485  
Food Production, Management, and Services. Production. Teacher Edition. Second Edition. ED 348 486
- Gifford, M. S.  
Issues on Teacher Certification in Kentucky. ED 349 109
- Gilliland, Donna, Comp.  
Microcomputers in School and Public Libraries: A Directory. ED 349 022
- Gillmon, Eve  
Business Education in the Secondary School: A CTC Response. Number 4. ED 348 558  
Keyboard Proficiency: An Essential Skill in a Technological Age. Number 2. ED 348 557
- Glenn, Charles L.  
School Choice: Doing It Right. Answers for Policymakers. ED 348 742
- Goffin, Stacie G., Ed.  
Changing Kindergartens: Four Success Stories. ED 349 083
- Goldsmith, Diane J.  
It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools. ED 348 545
- Goldstein, Ricki  
Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2. ED 349 258
- Goldwasser, Matthew L.  
School Restructuring and the Gap between Policy and Practice. ED 348 753
- Gomer, Judith R.  
Improving the Writing of Underachieving Ninth Graders through Peer Tutoring. ED 348 679
- Gonzalez, Gerardo M., Ed.  
Challenges of Cultural and Racial Diversity to Counseling: Volume 2. Latin America and the United States. Mexico City Conference Proceedings (June 1990). ED 348 640
- Goodenow, Carol  
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students. ED 349 364
- Goodman, Beth  
Transition Services: Developing and Implementing IEPs for Life after School. ED 348 812
- Gordon, Howard R. D.  
Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs. ED 348 488
- Gore, Robert C.  
Meeting Individual Needs Fosters Retention. ED 349 070
- Gorman, Jacqueline  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component. ED 349 183
- Gorman, Michael J., Ed.  
Crossroads: Integrated Models for Teaching Ethics and Spirituality. ED 349 243
- Grafton, Lisa M.  
Ethnographic Case Study of a Hispanic ESL Student. ED 349 355
- Gray-Whiteley, Peter  
Anthropocentrism, Schools, and Environment. ED 349 241
- Gray, Judith A., Ed.  
Research in Dance IV: 1900-1990. ED 349 287
- Gregory, Mike  
Gas Metal Arc Welding and Flux-Cored Arc Welding. Teacher Edition. Second Edition. ED 348 487
- Griffie, Dale T.  
A Study of Will and Going To in Plans and Predictions. ED 348 859
- Gronse, Christine Uber  
Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report. ED 348 852
- Guerra, Duccio  
Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis. ED 348 505
- Gundara, Jagdish  
Long-Term Unemployed and the Elderly in Migrant Communities in Europe. ED 349 154
- Gundem, Bjorg B.  
The Place of Didactics in Curriculum in Scandinavia. ED 349 259
- Guth, Gloria J. A.  
Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report. ED 348 895  
Adult ESL Literacy: State of the Art 1990. ED 348 893  
Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy. ED 348 894  
Bringing Literacy to Life. Issues and Options in Adult ESL Literacy. ED 348 896
- Guthrie, James W.  
National Education Goals: Can We Afford Them? ED 348 734
- Guthrie, Larry F.  
Improvement Efforts for Low-Performing Schools. ED 348 757
- Guthrie, Victoria A.  
Training for Action: A New Approach to Executive Development. Report Number 153. ED 348 496
- Habte, Aklilu, Ed.  
Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132. ED 348 724
- Hall, Bruce W.  
Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs. ED 349 280
- Hall, J. Mark  
Dissociative Reactions to Incest. ED 348 606
- Halliwell, Susan  
On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers. ED 348 864
- Halstead, Richard W.  
College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors. ED 348 636
- Hamilton, John M.  
Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College. ED 349 040
- Hammond, Carol, Ed.  
Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991). ED 349 017
- Hamp-Lyons, Liz  
Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations. ED 348 847
- Harbin, Gloria L.  
Status of States' Progress in Implementing Part H of IDEA: Report #4. ED 348 811
- Harding, Jan  
Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and Young Women. ED 349 195
- Harris, Olita D., Ed.  
From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988). ED 348 919
- Hart, Shannon P.  
The Question of Teacher Professionalism. ED 349 291
- Hartman, Douglas K.  
An Existential Description of Reading Methods and Materials in the Content Areas. ED 348 666
- Hartman, Hope J.  
Thinking about Learning from the Perspectives of Bruner and Ausubel. ED 348 930
- Haukoos, Gerry D.  
BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science. ED 349 160
- Haury, David L.  
Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research. ED 349 185
- Hauser, Deborah  
The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico. ED 348 698
- Hauser, Jerald  
A Summons for Teacher Educators! Get off the Campus and into the Community! ED 349 263
- Havlic, S.  
Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8. ED 349 045
- Hayward, Becky Jon  
Dropout Prevention Demonstration Projects: RIE JAN 1993

## Author Index

- Factors That Affect Implementation and Effectiveness. ED 348 733
- Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration. ED 348 560
- Head, Ronald B.**  
Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92. ED 349 074
- Hearne, Jill**  
Portfolio Assessment: Implementation and Use at an Elementary Level. ED 349 330
- Heath-Legg, April Joy**  
The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program. ED 348 663
- Hecht, Jeffrey B.**  
Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities. ED 349 145
- Heebner, Amy**  
Career Magnets: Interviews with Students and Staff. ED 348 531
- Heinlich, Joe E.**  
Waste Wise: Concepts in Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making. ED 349 172
- Heining-Boynton, Audrey L.**  
FLES Program Evaluation: Rationale and Procedural Design. ED 348 854
- Herman, Joan**  
What's Happening with Educational Assessment? ED 349 342
- Herman, William E.**  
The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition. ED 349 242
- Herrington, Carolyn D.**  
State and Children: Relating Policy, Practice, and Finance at the State Level. ED 348 714
- Hertel, Cary**  
Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children. ED 349 116
- Hess, Caryl A.**  
Adult Literacy: An Evaluation of a Successful Program. ED 348 515
- Hickeox, Edward S.**  
Practices of Effective CEO's: A Preliminary Discussion. ED 348 713
- Hines, Rich**  
Library Services and the Online Campus Gateway. Final Report. ED 349 027
- Hixson, Judson**  
Technology: Its Use in Education. A National Perspective, and Online Rights. ED 348 959
- Hoachlander, E. Gareth**  
Accountability for Vocational Education: A Practitioner's Guide. ED 348 570
- Hoffman, Janet B.**  
Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies. ED 348 655
- Holland, Bernard V.**  
The Right Stuff: Developmentally Appropriate RIE JAN 1993
- Physical Education for Early Childhood Preschool through Grade Two for All Children. ED 348 784
- Holroyd, Colin**  
Investigating in the Social Subjects. SCRE Project Report No. 34. ED 349 218
- Holznagel, Donald C.**  
Distance Education Resource Directory for Northwest Schools. ED 348 937
- Hoops, John**  
A Partnership Approach to Industrial Technology Education. ED 348 573
- Hopkins, Shannon**  
Meaning-Making through Writing and Art Collaboration. ED 349 057
- Horton, Lowell**  
Developing Effective Drug Education Programs. Fastback 332. ED 348 620
- Horwood, Bert**  
Integration and Experience in the Secondary Curriculum. ED 349 152
- Hougham, Pollidia**  
Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations. ED 349 309
- Howey, Kenneth R.**  
Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations. ED 349 304
- Huang, Shwu-yong Liou**  
Stability of Teachers' Classroom Instruction across Classes and Time of Observation. ED 349 310
- Huffman-Joley, Gail**  
The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community. ED 349 277
- Hulse-Trotter, Katherine**  
Do Children Believe in Their Own Believability? ED 349 079
- Hunter, Madeline**  
How To Change to a Nongraded School. ED 348 719
- Hurst, David**  
Leadership for School Quality—Personal Challenge, the Missing Factor. ED 348 772
- Huskey, Lee**  
Adventures in the Alaska Economy. ED 349 132//
- Hyatt, Sue Y.**  
Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College. ED 349 068
- Hyers, Albert D.**  
Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment. ED 349 323
- Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results. ED 349 319
- Hyman, Carl S., Ed.**  
The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community. ED 348 723
- Ingels, Steven J.**  
National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File
- Jonsson-Devillers, Edith** 233  
User's Manual. ED 349 340
- Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey. ED 349 327
- Ingle, Yolanda R., Comp.**  
The Education of Teachers. A Bibliography. ED 349 279
- Iseman, Sheila**  
Transition Services: Developing and Implementing IEPs for Life after School. ED 348 812
- Jackstadt, Steve**  
Adventures in the Alaska Economy. ED 349 132//
- Jaeger, Richard M.**  
Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison. ED 349 321
- A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality. ED 348 732
- Jaffe, Lynne E.**  
Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports. ED 349 322//
- Jarvis, Peter**  
Paradoxes of Learning: On Becoming an Individual in Society. ED 348 931//
- Jennings, James**  
Reconsidering Vocational Technical Education for Black and Latino Youth. ED 348 490
- Johns-Lewis, Catherine**  
Conversation as Listening Material: The Prosodic Bases of Difficulty. ED 348 848
- Johns, Jerry L.**  
Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1. ED 348 656
- What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15. ED 348 657
- Johnson, Daniel N.**  
Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School. ED 348 744
- Johnstone, D. Bruce**  
Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1. ED 348 902
- Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2. ED 348 903
- Jolivet, Linda**  
African and African American Audio Visual Materials: A Selected List for Public Libraries. ED 348 950
- Jones, Barry**  
On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers. ED 348 864
- Jones, Crispin**  
Long-Term Unemployed and the Elderly in Migrant Communities in Europe. ED 349 154
- Jong, Rowena**  
The A.I.D.A. Plan and the Writing of Sales Letters. ED 348 886
- Jonsson-Devillers, Edith**  
Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence. ED 348 882



**Jumbou, Jacky**  
The INJEP Experience: New Ideas for Technical and Business French Educators.  
ED 348 868

**Jurgens, Jane Catherine**  
Academic Libraries as Dynamic Classrooms.  
ED 349 014

**Kallam, Michael**  
The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting.  
ED 349 118

**Kallembach, Sheri, Comp.**  
Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2.  
ED 348 493

**Kammer, Gregory**  
Meaning-Making through Writing and Art Collaboration.  
ED 349 057

**Kanfer, Ruth**  
Education from a Workplace Perspective: Issues of Self-Management.  
ED 348 717

**Kangas, Jon**  
Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.  
ED 349 049

**Kari, James**  
On the Language Effort and Work in Alaskan Athabaskan Languages.  
ED 349 135

**Karovsky, Penelope**  
Real Time Literacy.  
ED 348 652

**Kaufman, Phillip**  
Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report.  
ED 349 369

**Kealey, Robert J.**  
United States Catholic Elementary Schools & Their Finances, 1991.  
ED 348 737

**Keedy, John L.**  
Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors.  
ED 348 747  
Translating a School Improvement Agenda into Practice: A Social Interaction Perspective to the Principalship.  
ED 348 766  
Using School-Site, Contextual Research: Contributions to a New EA Paradigm.  
ED 348 765

**Keessen, Jan**  
Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC-An Answer to Multicultural Diversity."  
ED 348 693

**Keith, Jo Ann**  
Certificated Personnel and Related Information, Fall 1991.  
ED 349 326  
Pupil Membership and Related Information, Fall 1991.  
ED 349 325

**Keith, Patricia B.**  
School Psychologists' Use of Time: Interventions and Effectiveness.  
ED 348 605

**Kelly, Kathleen Ann**  
To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training.  
ED 348 674

**Kemp, Leroy**  
Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.  
ED 349 301

**Kenny, Maureen E.**

Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women.  
ED 348 639

**Kephart, Ronald**  
"Dem Wod Mo Saf": Materials for Reading Creole English.  
ED 348 658

**Kersten, Larry**  
Electronic Identities: The Strategic Use of Email for Impression Management.  
ED 348 699

**Key, Mary Ritchie**  
A Semantic Frame Work Reconstructed from Comparative Linguistics.  
ED 348 839

**Kim, Yungcho**  
Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.  
ED 348 716

**Kimsey, Ilene A.**  
Accepting the Challenge of Facing Your Issues and Empowering Yourself.  
ED 349 278

**Kincaid, James M., Jr.**  
Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report.  
ED 349 144

**Kindfield, Ann C. H.**  
Biology Diagrams: Tools To Think With.  
ED 349 158

**King, Caryn M.**  
Creating a Literate Environment for Learning Social Studies Content.  
ED 348 645  
Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom.  
ED 348 642

**King, Maxwell C.**  
Integrating the International/Intercultural Dimension in the Community College.  
ED 349 061

**King, Sara N., Ed.**  
Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership.  
ED 348 494

**Kirby, Julia, Ed.**  
Setting Your Course in ECL: A Rights Handbook for Families with Children in the Texas Early Childhood Education Program.  
ED 348 778

**Kirby, Maxine R.**  
Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program.  
ED 348 660

**Kirk, Henry P., Ed.**  
Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations.  
ED 349 063

**Kirk, Joyce, Ed.**  
California Programs and Services for Students with Serious Emotional Disturbances.  
ED 348 802  
The California Strategic Plan for Special Education: Ours for Tomorrow.  
ED 348 801

Surrogate Parents in California Special Education: An Overview.  
ED 348 803

**Kirk, Sarah V., Ed.**  
Student Athletes: Shattering the Myths & Sharing the Realities.  
ED 348 583

**Kirk, Wyatt D., Ed.**  
Student Athletes: Shattering the Myths & Sharing the Realities.  
ED 348 583

**Kishimoto, Toshiko**  
Teaching Business Japanese and Culture Using

Authentic Materials: A Popular Television Drama.  
ED 348 867

**Kitao, Kenji**  
Developing English CBI Programs at Doshisha University.  
ED 348 876

**Klein, Ronnie, Comp.**  
Henry Whittemore Library Workbook. Basic Research Guide and Workbook.  
ED 349 016

**Kleinfeld, Judith S.**  
Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."  
ED 349 153

**Kloosterman, Peter**  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component.  
ED 349 184

**Kluever, Raymond C.**  
The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers.  
ED 348 963

**Knop, Edward C.**  
Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report.  
ED 349 144

**Knowles, J. Gary**  
Life Histories and the Transition to Teaching as a Second Career.  
ED 349 285

**Koehler, Sandra L.**  
Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction.  
ED 348 502

**Koper, Randall J.**  
"Do You Hear What I Hear?": Deception Detection by the Blind.  
ED 348 785

**Korevaar, Gerda A. G.**  
Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations.  
ED 349 292

**Korra, Herb, Comp.**  
Multireligious, Multicultural, and Multiethnic Calendar.  
ED 349 212

**Krasner, Diane**  
Risk and Protective Factors and Achievement of Children At Risk.  
ED 349 363

**Kross, Carolyn Sue**  
Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients.  
ED 349 047  
Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting.  
ED 349 048

**La Pierre, Sharon D.**  
The Professional Artist's Thinking Style: An In-Depth Study.  
ED 349 219

**Lakes, Richard**  
Females in Vocational Education: Reflections of the Labor Market.  
ED 348 547

**Lamon, William E.**  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.  
ED 348 956

**Lane, Marvin E.**  
Quality in Education.  
ED 349 046

**LaPointe, Linda**  
Connections through Inclusion (Multicultural  
RIE JAN 1993

## Author Index

- Writing Community of the Two Year College).  
ED 348 691
- Lawson, Ward M.**  
Client Use of Impression Management in Counseling.  
ED 348 588
- LeBeau, Dorothy**  
BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.  
ED 349 160
- LeBlanc, John F.**  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component.  
ED 349 182  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview.  
ED 349 180
- Lee, Teresa Gonzalez**  
Teaching Models and Language Materials in Spanish for the Education of Health Care Providers.  
ED 348 881
- Legge, June M.**  
Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom.  
ED 348 856
- Leigh, Gregory R.**  
Basic Education Needs of Adults Who Are Hearing Impaired.  
ED 348 500
- Lemberger, Nancy**  
Bilingual Teachers' Voices.  
ED 348 878
- Lemke, Lynn A.**  
Differences in Social Support between Rural and Urban Communities.  
ED 348 587
- Lems, Kristin**  
Language Training Reference Manual. Training Manual T0056.  
ED 348 880
- Leonardos, Ana Cristina**  
At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.  
ED 349 365
- Leone, Robert A.**  
American Education in Fluxion and the Possibility of a Teaching Profession.  
ED 349 252
- Lester, Frank K., Jr.**  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component.  
ED 349 181
- Levine, Daniel U.**  
Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction.  
ED 349 294
- Levine, Judith R.**  
The Effect of Different Attendance Policies on Student Attendance and Achievement.  
ED 348 762
- Levine, Richard**  
Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.  
ED 349 357
- Libutti, Patricia**  
Library Support for Graduate Education Research and Teaching.  
ED 349 007
- Ligon, Glynn**  
Student Mobility Rate: A Moving Target.  
ED 349 335
- Ligon, Glynn, Ed.**  
IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond.  
ED 349 334
- Lindquist, Barbara**  
RIE JAN 1993

- Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58.  
ED 348 664
- Liou, Hsien-Chin**  
Theory-Based Interactive Videodisc for EFL Learning: Design Considerations.  
ED 348 884
- Liu, Joseph Tiang-Yau**  
Medicaid and Childhood Immunizations: A National Study.  
ED 349 093
- Liu, Min**  
The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.  
ED 348 987
- Livingston, Carol**  
Networking as Community—The Nature of Curriculum: Whole Language.  
ED 348 649
- Livingston, Carol C.**  
Restructuring Schools: New Tensions and Dilemmas for Teachers.  
ED 349 300
- Lloyd, Paul**  
Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.  
ED 348 579
- Lombardi, John**  
Perspectives on the Community College: Essays.  
ED 349 041
- Long, Donna Reseigh**  
Listening Processes and Authentic Texts.  
ED 348 851
- Lopez, Linda C.**  
Mexican-American and Anglo-American Parental Involvement with a Public Elementary School.  
ED 349 146
- Lopez, Pamela**  
Metacognitive Strategies for Teaching Reading to Elementary Students.  
ED 348 650
- Love, Ida Higginbotham**  
Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction.  
ED 349 294
- Luboff, Gerald F.**  
Making Choices: Determining the Need To Be Out.  
ED 348 682
- Lucas, J.**  
Interpretations and Explanations in Discourse: Modes of Advising in Family Planning.  
ED 348 845
- Lucas, John A.**  
Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10.  
ED 349 042  
Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3.  
ED 349 044  
Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2.  
ED 349 043
- Luce, David R.**  
The Principal as Orchestral Conductor.  
ED 348 718
- Lucero, John A.**  
A Study To Increase Computer Applications in Social Work Management.  
ED 348 972
- Lynch, Allen**  
The Soviet Breakup and U.S. Foreign Policy.  
ED 349 257
- Lynch, Mervin**  
Teacher Leadership: Preliminary Development of a Questionnaire.  
ED 349 267
- MacDougall, Mary Ann**  
Cultural Anxiety of Chinese and U.S. Students.

## Martin, Beverly A.

235

- ED 348 924
- MacKenzie, Stella**  
Certificated Personnel and Related Information, Fall 1991.  
ED 349 326  
Pupil Membership and Related Information, Fall 1991.  
ED 349 325
- Magnusson, Magnus**  
Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4.  
ED 348 796  
Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1.  
ED 348 777
- Mahony, Elizabeth M., Ed.**  
Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.  
ED 349 064
- Makedon, Alexander**  
The Social Psychology of Immigration: The Greek-American Experience.  
ED 349 201
- Malan, Roland M.**  
Audit Report of Borough of Manhattan Community College. Report 91-T-4.  
ED 349 037  
Audit Report of Erie Community College. Report 92-S-46.  
ED 349 038  
Audit Report of Rockland Community College. Report 89-T-7.  
ED 349 034
- Malkasian, Mark**  
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.  
ED 349 216  
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book.  
ED 349 217
- Malm, Julie R.**  
Conflict Resolution Strategies: Anger and Aggression in School Age Children.  
ED 348 637
- Mangione, Peter L.**  
Teachers' Reports on Implementing Developmentally Appropriate Practice.  
ED 349 296
- Mann, Jeffrey A.**  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications.  
ED 348 906
- Manning, Jan**  
Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.  
ED 349 147
- Manolopoulos, N.**  
Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.  
ED 348 527
- Marsh, Herbert W.**  
The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model.  
ED 349 315  
Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony.  
ED 349 316  
What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data.  
ED 349 314
- Marshall, J. Dan**  
The Question of Teacher Professionalism.  
ED 349 291
- Martin, Beverly A.**  
Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide.

- Project #98-1032. ED 348 475  
Where Are the Fathers in Family Literacy? Final Report. Project #98-1032. ED 348 474
- Martin, Judith M.**  
Teachers' Communication Skills: The Key to Successful Parent Involvement. ED 348 706
- Mason, Jana M.**  
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development. ED 348 667
- Mather, Nancy**  
Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports. ED 349 322//
- Matier, Michael W.**  
Developing a Strategic Plan for Library Space Needs through 2010. ED 349 024
- Matson, Madeline, Ed.**  
Libraries and Literacy: A Program Planning Manual for Missouri Librarians. ED 349 006
- Matters, Lorine**  
Intergenerational Relations: Older Adults and Youth. County Extension Program Guide. ED 349 138
- Manser, A. J.**  
Special Education Teacher Certification Trends: A National Survey. ED 348 786
- McCallin, Margaret**  
International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America. ED 349 080
- McCallum, Karin**  
The Status of the Business and Professional Communication Course. ED 348 705
- McCammon, Laura A.**  
Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers. ED 349 274
- McClure, Charles R.**  
Feasibility of an International Standard on Library Performance Measures. ED 349 023  
Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database. ED 349 031  
A New Strategic Direction for the AAHSLE Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I. ED 348 994
- McDonald, William E.**  
Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom. ED 348 642
- McFalls, Joseph A., Jr.**  
Population: A Lively Introduction. ED 349 199
- McGreal, Rory**  
Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance approuvoisee: Un rapport de quatre ateliers sur la formation a distance tenus en fevrier 1991. ED 349 149
- McGregor, Cathy**  
Yellowknife, the Capital of the N.W.T.: A Language Development Unit for Social Studies. ED 349 255
- McJames, Norma**  
Basic Education Needs of Visually Impaired Adults. ED 348 501
- McKee, Barbara G.**  
Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA). ED 348 969
- McLaughlin, H. James**  
Looking Back at Myself: A Soliloquy about Caring and Controlling. ED 348 763
- Mead, Dana Gulling**  
Autobiography and the Exploratory Essay. ED 348 672
- Meara, Paul, Ed.**  
Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1. ED 348 840
- Meier, John H.**  
Behavior Management for Young Children. ED 349 108
- Meltesen, Cal**  
Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10. ED 349 042  
Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3. ED 349 044  
Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2. ED 349 043
- Mendelsohn, Steven**  
State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids. ED 348 836
- Micali, Aurea**  
Education and Labour Market in the OECD-CERI Educational Indicators Project. ED 348 731
- Michaud, Lois I.**  
Counseling Psychologists' Attitudes and Knowledge about Alcoholism. ED 348 589
- Mikulecky, Larry**  
Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project. ED 348 579  
A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program. ED 348 580
- Millen, Celeste**  
Outline of Standards for Migration to Integrated Online System. ED 349 009
- Miller, Jerry L.**  
Storytelling: The Original Narrative. ED 348 697
- Mingat, Alain**  
Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies. ED 348 720
- Mitchell, Anne**  
Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III. ED 349 111
- Moll, Patricia Buerke**  
Children & Books 1: African American Story Books and Activities for All Children. ED 348 686//
- Montes, Yara G.**  
Espanol para Hoteleria y Turismo = Spanish for Travel and Tourism. ED 348 838
- Mooney, Sarah E., Ed.**  
Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991). ED 349 019
- Moore, Gary E.**  
The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions. ED 348 514
- Moore, Sarah Jane**  
Introducing Chinese into High Schools: The Dodge Initiative. ED 348 871
- Moore, William P.**  
The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation. ED 349 086
- Moore, William P., Ed.**  
Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991. ED 349 173
- Morgan, Alistair**  
Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education. ED 348 947
- Morgan, Gwen**  
Career Progression in Early Care and Education: A Discussion Paper. ED 349 112
- Mostert, Mark P.**  
Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning. ED 349 281
- Moyer, David F.**  
A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania. ED 349 039
- Muller-Warson, Liliane**  
Vocational Training in the Tourist Industry. ED 348 511
- Munn, Pamela**  
Investigating in the Social Subjects. SCRE Project Report No. 34. ED 349 218
- Murphey, Carol E.**  
What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8. ED 349 247
- Murphy, Carol J.**  
Scholars in the Schools: Implementation Handbook. ED 349 200
- Murphy, Robert J.**  
Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut. ED 348 973
- Murray, Steven F.**  
Determining Faculty Attitudes toward Incentives and Rewards. ED 349 058
- Musun-Miller, Linda**  
Children's Birth Order as a Mediator in Responses by Mothers and Siblings. ED 349 078
- Nakanome, Naoaki**  
Computer Assisted School Automation (CASA) in Japan. ED 348 977
- Nance, Teresa A.**  
Is What We Have, What We Want? A Critical Review of Selected Basic Course Textbooks. ED 348 704
- Nathanson, Jeanne H., Ed.**  
Inclusion. ED 348 806
- Neil, Roger**  
Increasing Fidelity between Faculty and Field in Teacher Education—Reconceptualized Institutional Settings, Programs and Roles. ED 349 284



## Author Index

- Nesteruk, Jeffrey**  
Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.  
ED 349 194
- Newman, Sally M.**  
Guidelines for the Productive Employment of Older Adults in Child Care.  
ED 349 099
- Newzann, Fred M.**  
When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers.  
ED 348 711
- Niess, Margaret L.**  
The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report.  
ED 349 170
- Nkinyangi, John A.**  
Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).  
ED 349 121
- Noble, Douglas D.**  
New American Schools and the New World Order.  
ED 348 715
- Normoyle, Janice Bastlin**  
Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks.  
ED 348 603
- Norris, Cathleen A., Ed.**  
Problem Solving and Critical Thinking for Computer Science Educators.  
ED 348 971
- Norris, Linda, Ed.**  
Discoveries & Dialogues: The Making Thinking Visible Casebook.  
ED 348 670
- Nourie, Barbara Livingston**  
Vocabulary Enrichment: Technology to the Rescue!  
ED 348 646
- Novak, Dianne**  
Life Histories and the Transition to Teaching as a Second Career.  
ED 349 285
- Nydahl, Joel**  
An Experiment in Computer Ethics: Clustering Composition with Computer Applications.  
ED 348 676
- O'Connor, Karen**  
Assessing the Needs of Teacher Leaders in Massachusetts.  
ED 348 770
- O'Loughlin, Michael**  
The Discourse of Pedagogy and the Possibility of Social Change.  
ED 349 283
- O'Neill, James M.**  
A Counseling Psychologist in the USSR as a Fulbright Scholar.  
ED 348 638
- Oboodiat, Farideh**  
Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.  
ED 349 106
- Octernaud, Sharon K.**  
The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention.  
ED 348 907
- Ohra, Deborah Gore, Ed.**  
[Visiting the Amana Colonies.]  
ED 349 215
- Olson, John**  
Computers and Conceptual Change.  
ED 348 935
- Orenstein, Rhoda**  
RIE JAN 1993

- Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities.  
ED 348 643
- Orvis, Bruce R.**  
Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.  
ED 349 332
- Osborne, Nancy Seale**  
Librarian Humor in Classroom and Reference.  
ED 349 018
- Oxford, Rebecca**  
Language Learning Strategies for Peace Corps Volunteers.  
ED 348 877
- Pacheco, John M.**  
A Student Outcomes Model for Community Colleges-Measuring Institutional Effectiveness.  
ED 349 072
- Palladino, John**  
An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change.  
ED 349 352
- Paredes, Vicente**  
Student Mobility Rate: A Moving Target.  
ED 349 335
- Parish, Ralph**  
Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender.  
ED 348 712
- Park, Crystal L.**  
Personal Responsibility versus God's Will: Religious and Non-religious Attributions for the Death of a Friend.  
ED 348 582
- Parker, Gay E.**  
Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.  
ED 348 522
- Parsons, Robert A.**  
The "International Language/Business" Major at a Small Private University: Successes and Naging Concerns.  
ED 348 873
- Patterson, Retie Y.**  
Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders.  
ED 348 659
- Paul, James L.**  
Handbook for Ethical Policy Making.  
ED 348 810
- Paulsell, Patricia R.**  
Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm.  
ED 348 862
- Pederson de Castaneda, Viann**  
Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad.  
ED 348 874
- Pederson, David R.**  
Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures.  
ED 349 101
- Pereira, Licinio Chainho**  
Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.  
ED 348 510
- Perez, Sonia M.**  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version.  
ED 349 353
- Peroni, Giovanni**  
Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.  
ED 348 505

## Poulin, Russell C.

237

- Perry, Carol Y.**  
Implementing School-Based Management in Urban Settings.  
ED 349 344
- Perry, George S., Jr.**  
Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9.  
ED 349 254
- Pescatello, Ann**  
Scholars in the Schools: Implementation Handbook.  
ED 349 200
- Peters, Marlys**  
Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.  
ED 349 273
- Petersen, Anne C.**  
Familial Risk and Protective Factors Influencing Adolescent Mental Health.  
ED 349 105
- Pharness, Gary**  
Whole Language Approaches in Adult Literacy.  
ED 348 890
- Phillips, Lynn**  
Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.  
ED 348 830
- Phillips, Stephen R.**  
Electronic Identities: The Strategic Use of Email for Impression Management.  
ED 348 699
- Phillis, Debra L.**  
The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem.  
ED 348 688
- Piazza, David J.**  
Macintosh Step by Step: Footsteps To Follow for Learning To Use the Macintosh Computer.  
ED 348 968
- Pietras, Jesse John**  
Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut.  
ED 348 973
- Piotrowski, Susan M.**  
Computer Training: Pathway from Extinction.  
ED 348 955
- Pitts, Mark**  
Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University.  
ED 349 264
- Plihal, Jane**  
Integration of Vocational and Academic Education: Theory and Practice.  
ED 348 491
- Poirot, James L. Ed.**  
Problem Solving and Critical Thinking for Computer Science Educators.  
ED 348 971
- Pomplun, Mark**  
An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.  
ED 349 336
- Porter, W. Marc**  
In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training.  
ED 348 702
- Portes, Pedro R.**  
Family Functions and Children's Post-Divorce Adjustment.  
ED 348 611
- Potter, David C.**  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform.  
ED 348 750
- Poulin, Russell C.**  
North Dakota Interactive Video Network: A

- Practical Guide to Teleconferencing and Distance Education. ED 348 945
- Poulsen, Marie Kanne**  
Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure. ED 348 800
- Pritchard, Alice M.**  
Females in Vocational Education: Reflections of the Labor Market. ED 348 547
- Pueel, David J.**  
Performance-Based Occupational Math Requirements Assessment (OMRA): Implementation and Supporting Research. ED 348 492
- Putzel, Roger**  
American Managers' Use of Their Foreign Employer's Language. ED 348 883
- Quanbeck, Beth Marie, Comp.**  
Microcomputers in School and Public Libraries: A Directory. ED 349 022
- Rabito, Neil**  
Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986. ED 348 921
- Ragosta, Marjorie**  
Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5. ED 349 337
- Ramey, Craig T.**  
At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4. ED 349 102
- Ramey, Sharon Landesman**  
At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4. ED 349 102
- Ramirez, J. David**  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349
- Randolph, Judy**  
Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks. ED 348 603
- Ranney, Michael**  
The Manifestation of Classroom Experience in the Problem Solving of Teachers. ED 349 299
- Rapaport, Ross J.**  
The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus. ED 348 607
- Ray, Nancy L.**  
Motivation in Education. ED 349 298
- Rebel, Karlheinz**  
The Professionalization of Teachers-The State of the Theoretical Art in Germany. ED 349 295
- Reeb, Kenneth G., Jr.**  
Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper. ED 348 829  
Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper. ED 348 828  
Payment for Assistive Devices by the Veterans Administration. ED 348 834  
Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities. ED 348 835
- Reed, W. Michael**  
The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance. ED 348 987
- Reis, Fernanda**  
Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom. ED 348 526  
Training of Trainers: Problems and Trends. ED 348 509
- Rettig, Michael**  
The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting. ED 349 118
- Rhem, James, Ed.**  
The National Teaching & Learning Forum, Volume 1, 1991-92. ED 348 932
- Richards, Irving**  
Distance Learning: A Study of Computer Modem Students. ED 348 982
- Richardson, Jolene**  
Desktop Video: Multi-Media on the NeXT Computer. ED 348 964
- Rickabaugh, Susan**  
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers. ED 348 889
- Ridarelli, Carol Marie**  
Intifada: Voices of the People in the Arab-Israeli Conflict. ED 349 187
- Riddle, Robin**  
Major Concepts/Events in United States-Soviet Union Relations: From the Origins to Recognition. Topic #4 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College. ED 349 232
- Rillero, Peter**  
Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research. ED 349 185
- Risser, David**  
Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2. ED 349 194
- Roberts, Claudette M.**  
Non-Intrusive Grammar in Writing. ED 348 684
- Roberts, Jo**  
The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft. ED 348 769
- Robinson, Edward H.**  
Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide. ED 348 625
- Robitaille, David F.**  
Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report. ED 349 163
- Roff, Glenn**  
Creativity in Crisis. ED 349 150
- Rogers, James R.**  
Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model. ED 348 619
- Rogers, Russell R.**
- Student Development as Professional Practice. ED 348 598  
Student Development as Theory. ED 348 596
- Rosaen, Cheryl L.**  
Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58. ED 348 664
- Rosenbaum, Sara**  
Children and Health Insurance. Special Report. ED 349 097  
Medicaid and Childhood Immunizations: A National Study. ED 349 093
- Ross, Geraldine A.**  
Relationships between a Prekindergarten Intervention Program and School Success. ED 349 104
- Rothlisberg, Allen P.**  
Managing the One Person Library in Rural Northeastern Arizona. ED 348 993  
Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology. ED 348 992  
Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor. ED 348 996
- Rouse, Geraldine R.**  
Teaching Socialization and Sex Education to Persons with Mental Retardation. ED 348 787
- Rudmann, Jerry**  
An Evaluation of a College Orientation Course. ED 349 056  
An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software. ED 349 055
- Rueda, Robert**  
Rating Instructional Conversations: A Guide. Educational Practice Report: 4. ED 348 888
- Russell, Steven C., Comp.**  
Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992). Research Poster Session Abstract. Volume 1. ED 348 791
- Ryan, John Paul, Ed.**  
[Lawyers and Litigation in the Popular Culture.] ED 349 191
- Ryan, Patricia M.**  
Building Consensus: Articulating a Knowledge Base for Teacher Education. ED 349 275
- Ryan, Richard M.**  
Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support. ED 348 759
- Safty, Adel**  
Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada. ED 348 857
- Sahlman, James M.**  
"Do You Hear What I Hear?": Deception Detection by the Blind. ED 348 785
- Sakalauskas, Sandy**  
The INJEP Experience: New Ideas for Technical and Business French Educators. ED 348 868
- Sakamoto, Takashi**  
Computer Assisted School Automation (CASA) in Japan. ED 348 977
- Saldana, Johnny**  
The Arizona State University K-6 Drama Theatre Curriculum Guide.

- Sanborn, Robert D.**  
Internationalizing Career Planning: A New Perspective for College Career Centers.  
ED 349 208
- Sanchez, RosaBelia**  
In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training.  
ED 348 624
- Sanner, James W.**  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.  
ED 348 956
- Sares, Timothy A.**  
School Size Effects on Educational Attainment and Ability.  
ED 348 743
- Sarna, Shirley**  
Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2.  
ED 349 258
- Sashkin, Marshall**  
School Change Models and Processes: A Review of Research and Practice.  
ED 348 758
- Savitz, Fred**  
Partners in Learning: The Division of Education and Elementary School Connection.  
ED 349 272
- Saylor, John M.**  
NEEDS (The National Engineering Education Delivery System): If We Build It (According to Standards) They Will Come!  
ED 349 020
- Scherer, Marcia J.**  
Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA).  
ED 348 969
- Schindelman, Laura**  
What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT.  
ED 349 305
- Schleppegrell, Mary**  
Language Learning Strategies for Peace Corps Volunteers.  
ED 348 877
- Schmitt, Christopher, Ed.**  
Parent Resource Directory. Fourth Edition.  
ED 348 814
- Schroeder, Wayne E.**  
Assessing the Productivity of Vocational/Technical Graduates.  
ED 348 480
- Schrum, Lynne**  
Innovation and the Process of Change: A Case Study in Distance Education.  
ED 348 967
- Schuman, Steven**  
Portfolio Assessment: Implementation and Use at an Elementary Level.  
ED 349 330
- Schwartz, Candy**  
Library Services and the Online Campus Gateway. Final Report.  
ED 349 027
- Scott, James Calvert**  
Understanding the Perceptions of the British Business Community Regarding Language-Related Matters.  
ED 348 869
- Scott, Leslie A.**  
Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey.  
ED 349 327
- Seawell, Jane R.**  
Relationships between a Prekindergarten Intervention Program and School Success.  
ED 349 104
- Sebring, Penny A.**  
A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.  
ED 349 367
- Seever, Margaret**  
Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991.  
ED 348 962
- Seibert, Warren F.**  
The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.  
ED 349 089
- Seibert, Warren F.**  
Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond.  
ED 349 013
- Seidel, John F.**  
Pediatric HIV Infection and Developmental Disabilities.  
ED 348 789
- Sellin, Burkart**  
The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.  
ED 348 506
- Sensi, Dina**  
Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women.  
ED 348 507
- Serpe, Richard T.**  
CSU Faculty Workload Study. Final Report.  
ED 348 917
- Seybert, Jeffrey A.**  
Assessing the Outcomes of Developmental Courses at Johnson County Community College.  
ED 349 052
- Shah, Madhuri, Ed.**  
Without Women No Development: Selected Case Studies from Asia of Non-Formal Education for Women.  
ED 349 196
- Shapiro, Marilyn**  
What Do We Teach and How Do We Teach It?  
ED 348 689
- Sharp, Helen, Ed.**  
The C&G Technological Baccalaureate.  
ED 348 556
- Shaw, Christopher**  
Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172.  
ED 348 761
- Sherwood, Kay E.**  
Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.  
ED 348 575
- Shockey, Karen**  
Bilingual Education: A Resource Guide for Educators and Administrators.  
ED 348 863
- Shubert, Joseph F.**  
What Is the Role of the Public Library?  
ED 349 029
- Shulman, Judith**  
Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions.  
ED 349 306
- Sidle, C. Clinton**  
Developing a Strategic Plan for Library Space Needs through 2010.  
ED 349 024
- Sierra, Judy**  
Cinderella. The Oryx Multicultural Folktale Series.  
ED 348 687//
- Sigman, Marilyn**  
Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12.  
ED 349 141
- Stager, Mary**  
Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3.  
ED 349 140
- Stager, Mary**  
Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II.  
ED 349 139
- Simon, Martin A.**  
Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education.  
ED 349 174
- Simon, Martin A.**  
Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers.  
ED 349 175
- Sinclair, Mary F., Ed.**  
Family Empowerment.  
ED 348 793
- Sinha, Shobha**  
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development.  
ED 348 667
- Sinnott, Jan D.**  
Development and Yearning: Cognitive Aspects of Spiritual Development.  
ED 348 586
- Sivin, Jay P.**  
Ethical Use of Information Technologies in Education: Important Issues for America's Schools.  
ED 348 989
- Skehan, Peter**  
Where Does Language Aptitude Come From?  
ED 348 849
- Slavin, Robert E.**  
The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations.  
ED 349 098
- Smith-Talley, Beatrice Moore, Comp.**  
Libraries and Literacy: A Program Planning Manual for Missouri Librarians.  
ED 349 006
- Smith, Robert L.**  
Family Counseling and Therapy: Major Issues and Topics.  
ED 348 623
- Smokoski, Fred**  
A Study of Public School Medical Assistance Pilot Program: Article 82.  
ED 348 817
- Snyder, Carolyn J.**  
An Empirical Validation of a Management Construct for District Level Supervisors.  
ED 348 745
- Soltz, Donald F.**  
Assessing the Outcomes of Developmental Courses at Johnson County Community College.  
ED 349 052
- Sonnert, Gerhard**  
Society and the Highest Stages of Moral Development.  
ED 348 600
- Soren, Barbara J.**  
Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.  
ED 349 213
- Spano, Sedra G.**  
FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD.  
ED 349 338
- Spencer, Patricia A.**  
The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality?  
ED 349 053
- Stafford, Walter**  
Cause for Alarm: The Condition of Black and Latino Males in New York City.  
ED 349 358
- Stager, Mary**  
Teacher Purpose and Educational Change: Moving toward a Broader Agenda.  
ED 348 767



- Stamatakos, Louis C.**  
Critique of Student Development Literature.  
ED 348 597  
Student Development as Philosophy.  
ED 348 595
- Stammen, Ronald M.**  
Desktop Video: Multi-Media on the NeXT Computer.  
ED 348 964
- Stansfield, Charles W.**  
Testing the Language Proficiency of Bilingual Teachers.  
ED 348 872
- Stanzani, Claudio**  
Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy.  
ED 348 508
- Stavy, Ruth**  
Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures.  
ED 349 168
- Stegelin, Dolores A., Ed.**  
Changing Kindergartens: Four Success Stories.  
ED 349 083
- Stephens, E. Robert**  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.  
ED 349 142  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.  
ED 349 143
- Stevens-Smith, Patricia**  
Family Counseling and Therapy: Major Issues and Topics.  
ED 348 623
- Stevens, Robert J.**  
The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations.  
ED 349 098
- Stevenson, Frederick W.**  
Exploratory Problems in Mathematics.  
ED 349 169
- Stiegelbauer, Suzanne**  
The Individual is the Community; The Community is the World: Native Elders Talk about What Young People Need To Know.  
ED 349 151
- Stiller, Jerome D.**  
Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support.  
ED 348 759
- Stitt, Beverly**  
Human Relations Skills: Activity To Increase Life and Career Successes for Women.  
ED 348 591  
Recruitment Strategies for Women in Nontraditional Careers. Adapted from Fair Recruitment Model and Strategies.  
ED 348 592
- Stitt, Beverly A.**  
Building Gender Fairness in Schools.  
ED 348 562
- Stitt, Tom**  
Human Relations Skills: Activity To Increase Life and Career Successes for Women.  
ED 348 591  
Recruitment Strategies for Women in Nontraditional Careers. Adapted from Fair Recruitment Model and Strategies.  
ED 348 592
- Stock, Janet C.**  
Teaching Culture through Advertising.  
ED 348 870
- Storey, Eileen**  
Academic Credit at Marymount Manhattan College for Student Volunteers.  
ED 348 898
- Stowe, Carol Ann**  
At Risk—Language Minority Preschool Children.

- Strauss, Carol, Comp.**  
Assistive Technology: A Selective Bibliography. Reference Bibliography No. 92-1.  
ED 348 866  
ED 349 015
- Stripling, Thomas E.**  
Payment for Assistive Devices by the Veterans Administration.  
ED 348 834
- Strodl, Peter**  
Teacher Leadership: Preliminary Development of a Questionnaire.  
ED 349 267
- Stygall, Gail**  
Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives.  
ED 348 669
- Sullivan, Cheryl Granade**  
How To Mentor in the Midst of Change.  
ED 348 635
- Sundermeier, Michael**  
Beginning the Computer Community: Establishing a Computer Writing Classroom.  
ED 348 690
- Sutton, Peter**  
Basic Education in Prisons: Interim Report.  
ED 348 495
- Swann, Will**  
Segregation Statistics: English LEAS, 1988-91.  
ED 348 826
- Swanson, Lorilei**  
Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report.  
ED 348 622
- Swender, Herbert James**  
An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.  
ED 349 033//
- Szoo, Jennifer**  
What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT.  
ED 349 305
- Tan, Jee-Peng**  
Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.  
ED 348 720
- Tarone, Elaine**  
"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language.  
ED 348 842
- Taylor, George R.**  
Integrating Social Learning Theory with Educating the Deprived.  
ED 349 260
- Taylor, Nancy**  
Networking as Community—The Nature of Curriculum: Whole Language.  
ED 348 649
- Teles, Lucio**  
The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase 1: August 1990-August 1991. Final Report: September 1991.  
ED 348 988
- Terry, Robert M., Ed.**  
Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90.  
ED 348 850
- Thibault, Pierrette**  
Un corpus de français parlé. Montreal 84: Historique, méthodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1.  
ED 348 875
- Thiele, Rodney B.**  
Using Analogies To Aid Understanding in Secondary Chemistry Education.

- ED 349 164
- Thomas, Anne Hill**  
Homework: How Effective? How Much To Assign? The Need for Clear Policies.  
ED 348 754
- Thomas, Christopher**  
Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172.  
ED 348 761
- Thomas, N. G.**  
Taking Steps for Children: A Citizen's Guide to Child Policy.  
ED 349 107
- Thompson, Kathryn F. B.**  
Algunos Animales de Latino America = Some Animals of Latin America.  
ED 349 188
- Tillman, Robert**  
White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1.  
ED 349 193
- Tirosh, Dina**  
Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures.  
ED 349 168
- Titus, Janet C.**  
The Concept of Fractional Number among Hearing-Impaired Students.  
ED 348 790
- Tobias, Joyce M.**  
Kids & Drugs: A Handbook for Parents and Professionals. Second Edition.  
ED 348 613
- Towns, Kathryn**  
Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program.  
ED 348 533
- Treagust, David F.**  
Using Analogies To Aid Understanding in Secondary Chemistry Education.  
ED 349 164
- Troen, Vivian**  
Leadership from the Classroom: Women Teachers as a Key to School Reform.  
ED 348 771
- Tsai, Shu-Er**  
Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.  
ED 348 981
- Tudge, Jonathan**  
Feedback as a "Zone of Proximal Development."  
ED 349 159
- Tuttle, William M., Jr.**  
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism.  
ED 349 248
- Tykwinski, Joseph R.**  
North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education.  
ED 348 945
- Urowitz, Jack**  
Today's Student Is Tomorrow's Citizen.  
ED 348 677
- Usher, Claire H.**  
Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.  
ED 349 321
- van den Berg, Ellen**  
Motivational Profiles of Adult Learners in Relation to Self-Directed Learning.  
ED 348 548
- Van der Vynckt, Susan**  
Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).

- ED 349 121
- van Heusden Hale, Sylvie**  
Improvement Efforts for Low-Performing Schools. ED 348 757
- van Kraayenoord, Christina E.**  
Perspectives on Literacy Assessment in Australia. ED 348 654
- Van Voorhis, Judith L.**  
Instruction in Teacher Education: A Descriptive Study of Cooperative Learning. ED 349 297
- Vanasco, Lourdes C.**  
Utilizing Technology: A Decision To Enhance Instruction. ED 348 974
- VanLeirsburg, Peggy**  
Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1. ED 348 656  
What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15. ED 348 657
- Vest, Bette J.**  
Free Classroom Resources: Conducting a Successful Search. ED 348 985
- Villa, Dario J.**  
Academic Libraries as Dynamic Classrooms. ED 349 014
- Villas, Paul**  
Problems from Alcohol Use in Two Hispanic Youth Populations. ED 349 282
- Vincent, Diane**  
Un corpus de francais parle. Montreal 84: Historique, methodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1. ED 348 875
- Vojtek, RoseAnne O'Brien**  
Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers. ED 348 746
- Volk, Dinah**  
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners. ED 349 117
- Vornberg, James A.**  
Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program. ED 348 773
- Waldman, Marilyn R., Ed.**  
The University of the Future: Problems and Prospects. ED 348 905
- Wall, Mary Ellen**  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform. ED 348 750
- Walter, Virginia A.**  
Output Measures for Public Library Service to Children. A Manual of Standardized Procedures. ED 348 991
- Walz, Garry R.**  
Student Self-Esteem: A Vital Element of School Success. Volume 1. ED 348 633
- Ward, Carolyn**  
Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study. ED 348 831  
Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study. ED 348 832  
Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of
- the Fourth Year of a Five Year Study. ED 348 833
- Subsidy Programs for Assistive Devices. ED 348 837
- Ware, Mark E.**  
Advising in the Classroom: Teaching a Career Development Course. ED 348 585
- Warren, Amye R.**  
Do Children Believe in Their Own Believability? ED 349 079
- Wasserman, Wayne, Ed.**  
A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988). ED 348 740
- Watson, Kittie W.**  
Development and Validation of the Listener Preference Profile. ED 348 703
- Watson, Wendy**  
Partnerships in Literacy: A Guide for Community Organization and Program Development. ED 348 561
- Waxman, Hersholt C.**  
Stability of Teachers' Classroom Instruction across Classes and Time of Observation. ED 349 310
- Weatherby, James B.**  
Financing Rural Library Services: A Comparative Analysis. ED 349 025  
Improving and Extending Rural Library Services in Idaho. ED 349 001
- Webb, Noreen**  
The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science. ED 349 331
- Weidner, Heidemarie Z.**  
Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition. ED 348 685
- Weinberger, Susan G.**  
How To Start a Student Mentor Program. Fastback 333. ED 348 621
- Weiner, Lois**  
Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's. ED 349 289
- Weinholtz, Donn**  
Restructuring an Urban High School. Fastback 323. ED 349 366
- Weir, Sylvia**  
Electronic Communities of Learners: Fact or Fiction. ED 348 990
- Weiss, Joel**  
The Muse as Educator. ED 349 226
- Weiss, Tim**  
A Conceptual Framework for Intercultural/International Communication. ED 348 887
- Wendler, Cathy**  
Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5. ED 349 337
- Wessel, Janet A.**  
The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children. ED 348 784
- Whalley, Peter**  
An Alternative Rhetoric for Hypertext. ED 348 940
- Whipple, Bob**
- Beginning the Computer Community: Establishing a Computer Writing Classroom. ED 348 690
- White, Arthur L.**  
A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2. ED 349 167
- White, Emily**  
The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment. ED 349 189
- White, Marjorie Ann**  
Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC-An Answer to Multicultural Diversity." ED 348 693
- Wigglesworth, Pierre Giles**  
Lessons on Ancient China for LEP Adolescents. ED 348 861
- Wilkinson, David, Ed.**  
IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond. ED 349 334
- Williams, Bruce W.**  
Increasing the Effectiveness of In-Home Behavior Intervention. ED 348 788
- Wilson, Alana J.**  
Biology for Schools. Selected Teaching Aids. ED 349 178
- Winget, Pat, Ed.**  
California Programs and Services for Students with Serious Emotional Disturbances. ED 348 802  
Surrogate Parents in California Special Education: An Overview. ED 348 803
- Winget, Patricia, Ed.**  
The California Strategic Plan for Special Education: Ours for Tomorrow. ED 348 801
- Wolfe, Edward W.**  
The Manifestation of Classroom Experience in the Problem Solving of Teachers. ED 349 299
- Wollschlaeger, Norbert, Ed.**  
Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers. ED 348 525
- Wong, Wendy L.**  
Traditional Chinese Celebrations: Continuity and Change in Taiwan. ED 349 244
- Woolum, Janet**  
Outstanding Women Athletes: Who They Are and How They Influenced Sports in America. ED 349 286//
- Wooster, Judy**  
Global Warming: A Supplementary Guide to the Hypercard Stack. ED 349 246
- Worthington, Jim**  
Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature. ED 349 261
- Wright, David**  
The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices. ED 349 110
- Wright, Lin**  
The Arizona State University K-6 Drama Theatre Curriculum Guide. ED 349 208
- Wright, Paula**  
"Information, Information Everywhere and Not..."

ED 349 026

**Wrigley, Heide Spruck**

Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report.

ED 348 895

Adult ESL Literacy: State of the Art 1990.

ED 348 893

Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy.

ED 348 894

Bringing Literacy to Life. Issues and Options in Adult ESL Literacy.

ED 348 896

**Yasui, Esther**

The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science.

ED 349 331

**Yerkes, Diane**

Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development.

ED 348 768

**Young, Peter R.**

Evolving Knowledge Resource Access Systems.

ED 349 000

The Great Balancing Act.

ED 349 002

Knowledge Communities and Information Network Policies.

ED 349 003

Knowledge Network Values: Learning at Risk?

ED 349 004

Reflections of Columbia 1968: Preparation for a Profession.

ED 349 012

**Zelley, Richard**

QUANTA: An Interdisciplinary Learning Community (Four Studies).

ED 349 073

**Zepper, John T.**

On the Road to a New School.

ED 349 186

**Zhao, Heping**

Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition.

ED 348 879

**Zimpher, Nancy L.**

Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations.

ED 349 304

**Zulich, Jan L.**

Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community.

ED 348 928



## Institution Index

This index lists the titles of documents under the institution responsible for them and/or the agency sponsoring them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g. Wisconsin University (for the University of Wisconsin).

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Institution	American Association of State Colleges and Universities, Washington, DC.	Title	Planning Now for College Costs: A Guide for Families.	ED 298 804	Accession Number
-------------	---	-------	---	------------	------------------

- |  |  |   |
|--|--|---|
| <p><b>ACCESS ERIC, Rockville, MD.</b><br/>ERIC User Survey. Report.<br/>ED 349 032</p> <p><b>Administration for Children, Youth, and Families (DHHS), Washington, D.C.</b><br/>A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2.<br/>ED 348 599</p> <p>Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992).<br/>ED 349 094</p> <p><b>Administration on Aging (DHHS), Washington, D.C.</b><br/>The Agelink Project Replication Manual: An Intergenerational School-Age Child-Care Program.<br/>ED 349 095</p> <p><b>Administration on Developmental Disabilities (DHHS), Washington, D.C.</b><br/>Family Empowerment.<br/>ED 348 793</p> <p><b>Adult, Community, and Further Education Board, Melbourne (Australia).</b><br/>Basic Education Needs of Adults Who Are Hearing Impaired.<br/>ED 348 500</p> <p>Basic Education Needs of Visually Impaired Adults.<br/>ED 348 501</p> <p><b>Adult Education Service Center of Northern Illinois, Des Plaines. Adult Learning Resource Center.</b><br/>Teachers, Tools &amp; Techniques. A Handbook for Adult Basic Education and GED Instruction.<br/>ED 348 502</p> <p><b>Aguirre International, San Mateo, CA.</b><br/>Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report.<br/>ED 348 895</p> <p>Adult ESL Literacy: State of the Art 1990.<br/>ED 348 893</p> <p>Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy.<br/>ED 348 894</p> | <p>Bringing Literacy to Life. Issues and Options in Adult ESL Literacy.<br/>ED 348 896</p> <p><b>Alabama Southern Community Coll., Monroeville.</b><br/>Workplace Literacy. Project SIDE. Procedural Report.<br/>ED 348 550</p> <p><b>Alabama Univ., Birmingham. Civitan International Research Center.</b><br/>At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.<br/>ED 349 102</p> <p><b>Alabama Univ., University.</b><br/>Intercampus Interactive Telecommunications System: IITS User's Guide.<br/>ED 348 944</p> <p><b>Alaska Council on Economic Education.</b><br/>Adventures in the Alaska Economy.<br/>ED 349 132//</p> <p><b>Alaska State Dept. of Fish and Game, Fairbanks.</b><br/>Wetlands &amp; Wildlife: Alaska Wildlife Curriculum Junior &amp; Senior High Teacher's Guide 7-12.<br/>ED 349 141</p> <p>Wetlands &amp; Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3.<br/>ED 349 140</p> <p>Wetlands &amp; Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II.<br/>ED 349 139</p> <p><b>Alaska Univ., Anchorage. Center for Economic Education.</b><br/>Adventures in the Alaska Economy.<br/>ED 349 132//</p> <p><b>Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.</b><br/>Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."<br/>ED 349 153</p> <p><b>Alberta Dept. of Advanced Education, Calgary.</b><br/>Alberta Literacy Inventory Report.<br/>ED 348 520</p> <p>Survey of Literacy Skills Used in Daily Activities. A Report on the Literacy Skills of Albertans.<br/>ED 348 519</p> <p><b>Alberta Dept. of Education, Barrhead. Al-</b></p> | <p><b>berta Distance Learning Centre.</b><br/>Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs.<br/>ED 348 942</p> <p><b>Alberta Dept. of Education, Edmonton.</b><br/>Behavior Challenges: A Shared Approach.<br/>ED 348 634</p> <p><b>Alberta Dept. of Education, Edmonton. Curriculum Branch.</b><br/>Junior High Environmental and Outdoor Education: Teacher<br/>ED 349 161</p> <p><b>Alberta Dept. of Education, Edmonton. Language Services Branch.</b><br/>Adaptation Scolaire: Bibliographie annotée (Scholastic Adaptation: Annotated Bibliography).<br/>ED 348 776</p> <p><b>A.L. Mailman Family Foundation, Inc.</b><br/>Career Development Systems in Early Care and Education: A Planning Approach.<br/>ED 349 113</p> <p>Career Progression in Early Care and Education: A Discussion Paper.<br/>ED 349 112</p> <p><b>American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.</b><br/>NAGWS Volleyball Rulebook, 1992. Official Rules &amp; Interpretations/Officiating.<br/>ED 349 288</p> <p><b>American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.</b><br/>Research in Dance IV: 1900-1990.<br/>ED 349 287</p> <p><b>American Association for the Advancement of Science, Washington, D.C.</b><br/>Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.<br/>ED 349 124</p> <p><b>American Association of Colleges for Teacher Education, Washington, D.C.</b><br/>Diversity in Teacher Education: New Expectations.<br/>ED 349 312//</p> <p><b>American Association of Community and Junior Colleges, Washington, D.C.</b></p> |
|--|--|---|

- Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.  
ED 349 064  
Perspectives on the Community College: Essays.  
ED 349 041
- American Association of Community Colleges, Washington, DC.**  
Beacon College Project Directory.  
ED 349 075
- American Association of School Administrators, Arlington, Va.**  
Getting Your Child Ready for School...and the School Ready for Your Child.  
ED 348 727
- American Bar Association, Chicago, IL.**  
**Commission on College and University Nonprofessional Legal Studies.**  
Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3.  
ED 349 192  
Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.  
ED 349 194  
White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1.  
ED 349 193
- American Bar Association, Chicago, Ill.**  
[Lawyers and Litigation in the Popular Culture.]  
ED 349 191
- American Bar Association, Chicago, Ill.**  
**Special Committee on Youth Education for Citizenship.**  
LRE and Juvenile Justice in the 90s.  
ED 349 197  
Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9.  
ED 349 254
- American Council on Education, Washington, D.C.**  
Perspectives on the Community College: Essays.  
ED 349 041
- American Counseling Association, Alexandria, VA.**  
Challenges of Cultural and Racial Diversity to Counseling: Volume 2. Latin America and the United States. Mexico City Conference Proceedings (June 1990).  
ED 348 640  
Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3.  
ED 348 608  
Student Athletes: Shattering the Myths & Sharing the Realities.  
ED 348 583
- American School Counselor Association, Alexandria, VA.**  
Student Self-Esteem: A Vital Element of School Success. Volume 1.  
ED 348 633
- Andrew W. Mellon Foundation, New York, N.Y.**  
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development.  
ED 348 667  
The Literacy Assessment of Second-Language Learners.  
ED 348 665
- Anna Maria Coll., Shrewsbury, MA.**  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook.  
ED 349 266
- Appalachia Educational Lab., Charleston, W. Va.**  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.  
ED 349 142  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.  
ED 349 143
- Archives and Museum Informatics, Pittsburgh, PA.**  
Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.  
ED 348 997
- ARC Professional Services Group, Rockville, MD. Information Systems Div.**  
Resources in Education (RIE). Volume 28, Number 1.  
ED 348 466
- Arizona Educational Media Association.**  
Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991).  
ED 349 017
- Arizona State Library Association, Phoenix.**  
Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991).  
ED 349 017
- Arkansas State Dept. of Education, Little Rock.**  
Evaluation of Chapter 1 in Arkansas, 1989-90.  
ED 348 741
- Arkansas State Dept. of Education, Little Rock. Office of Education of Gifted and Talented Children.**  
Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991.  
ED 348 813
- Aseptic Packaging Council, Washington, DC.**  
Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.  
ED 349 172
- ASSOCIATED: Jewish Community Federation of Baltimore, MD. Children of Harvey & Lyn Meyerhoff Philanthropic Fund.**  
The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community.  
ED 348 723
- Association for Library Service to Children, Chicago, IL.**  
Output Measures for Public Library Service to Children. A Manual of Standardized Procedures.  
ED 348 991
- Association for Supervision and Curriculum Development, Alexandria, Va.**  
How To Change to a Nongraded School.  
ED 348 719  
How To Mentor in the Midst of Change.  
ED 348 635  
How To Untrack Your School.  
ED 348 752
- Association for the Care of Children's Health, Bethesda, MD.**  
Parent Resource Directory. Fourth Edition.  
ED 348 814
- Association of Academic Health Sciences Library Directors.**  
A New Strategic Direction for the AAHSLD Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase 1.  
ED 348 994
- Association of Community College Trustees, Washington, DC.**  
Integrating the International/Intercultural Dimension in the Community College.  
ED 349 061
- Association of Community Coll. Trustees, Annandale, Va.**  
Trustee Quarterly, 1992.  
ED 349 054
- Association of Research Libraries, Washington, D.C.**  
Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991).  
ED 349 019
- Austin Independent School District, Tex. Office of Research and Evaluation.**  
FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD.  
ED 349 338  
IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond.  
ED 349 334  
The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.  
ED 349 339  
Student Mobility Rate: A Moving Target.  
ED 349 335  
1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation.  
ED 349 333
- Barbara Bush Foundation for Family Literacy, Washington, DC.**  
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.  
ED 348 889
- Bay State Skills Corp., Boston, MA.**  
A Partnership Approach to Industrial Technology Education.  
ED 348 573
- Boise State Univ., Idaho.**  
Financing Rural Library Services: A Comparative Analysis.  
ED 349 025  
Improving and Extending Rural Library Services in Idaho.  
ED 349 001
- Boston Foundation, MA.**  
An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce.  
ED 349 119
- Boston Globe Foundation, MA.**  
An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce.  
ED 349 119
- British Columbia Dept. of Education, Victoria.**  
Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report.  
ED 349 163
- British Columbia Dept. of Education, Victoria. Learning Resources Branch.**  
Selection and Challenge of Learning Resources.  
ED 348 946
- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.**  
Partnerships in Literacy: A Guide for Community Organization and Program Development.  
ED 348 561
- Brookings Institution, Washington, D.C.**  
Administrative Compensation Survey, 1990-91.  
ED 348 897
- Brown Univ., Providence, RI. Center for Foreign Policy Development.**  
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.  
ED 349 216  
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book.  
ED 349 217
- California Academic Partnership Program.**  
RIE JAN 1993

- Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program. ED 348 916
- California Community Colleges, Sacramento. Office of the Chancellor.**  
Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406. ED 349 035
- California Community Coll. Fund for Instructional Improvement.**  
An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software. ED 349 055
- California Council for the Humanities, San Francisco.**  
Scholars in the Schools: Implementation Handbook. ED 349 200
- California Council for the Social Studies.**  
Understanding California State Government. A Guide for High School Teachers: Preparing To Be Effective Citizens in California. ED 349 209
- California State Dept. of Education, Sacramento.**  
Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary. ED 348 976
- California State Dept. of Education, Sacramento. Bilingual Education Office.**  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349
- California State Dept. of Education, Sacramento. Office of Educational Technology.**  
The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report. ED 348 951
- California State Dept. of Education, Sacramento. Office of Special Education.**  
California Programs and Services for Students with Serious Emotional Disturbances. ED 348 802  
The California Strategic Plan for Special Education: Ours for Tomorrow. ED 348 801  
Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure. ED 348 800  
Surrogate Parents in California Special Education: An Overview. ED 348 803  
Surrogate Parents in California Special Education: A Resource Notebook. ED 348 804
- California State Planning Commission for Educational Technology.**  
The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992. ED 348 953
- California State Univ. and Colleges, Long Beach. Office of the Chancellor.**  
The Adult Learner in Higher Education. A Resource and Planning Guide. ED 348 911  
Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide. ED 348 910  
Helping Adults Learn. Facilitator's Guide. ED 348 909  
Helping Adults Learn. Participant Workbook. ED 348 908
- California State Univ., Fullerton. Social Science Research Center.**  
CSU Faculty Workload Study. Final Report. ED 348 917
- California State Univ., Hayward.**  
Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide. ED 348 910  
Returning to College: A Resource and Planning Guide for CSUH Adult Students. ED 348 923
- California State Univ., Long Beach. Center for Innovative Programs.**  
Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide. ED 348 910  
Helping Adults Learn. Participant Workbook. ED 348 908  
Strategies for Instructional Development. A Resource and Planning Guide. ED 348 912
- California State Univ., Long Beach. Office of the Chancellor.**  
The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report. ED 348 913  
Cooperative Learning and College Instruction: Effective Use of Student Learning Teams. ED 348 920  
Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee. ED 348 914  
From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988). ED 348 919  
Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986). ED 348 922  
Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986. ED 348 921  
Policies and Practices To Meet the Needs of Older, Part-Time Students. ED 348 915  
Support Budget 1991-92. ED 348 918
- California State Univ., Sacramento.**  
California Programs and Services for Students with Serious Emotional Disturbances. ED 348 802  
The California Strategic Plan for Special Education: Ours for Tomorrow. ED 348 801  
Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure. ED 348 800  
Surrogate Parents in California Special Education: An Overview. ED 348 803  
Surrogate Parents in California Special Education: A Resource Notebook. ED 348 804
- Canadian Human Rights Foundation, Montreal (Quebec).**  
Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2. ED 349 258
- Capital District Council for the Social Studies.**  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records. ED 349 249
- Carnegie Corp. of New York, N.Y.**  
Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113  
Career Progression in Early Care and Education: A Discussion Paper. ED 349 112
- Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III. ED 349 111
- Center for Applied Linguistics, Washington, D.C.**  
Language Learning Strategies for Peace Corps Volunteers. ED 348 877
- Center for Creative Leadership, Greensboro, N.C.**  
Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership. ED 348 494  
Training for Action: A New Approach to Executive Development. Report Number 153. ED 348 496
- Center for Literacy, Inc., Philadelphia, PA.**  
Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum. ED 348 891
- Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.**  
The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations. ED 349 098
- Center for Social Studies Education, Pittsburgh, PA.**  
The Lessons of the Vietnam War: Unit 13. Teacher's Manual: Strategies and Resources for Teaching the Vietnam War. ED 349 239
- Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.**  
Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58. ED 348 664
- Center for the Study of Reading, Urbana, IL.**  
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development. ED 348 667  
An Existential Description of Reading Methods and Materials in the Content Areas. ED 348 666  
The Literacy Assessment of Second-Language Learners. ED 348 665
- Center for the Study of Writing, Pittsburgh, PA.**  
Discoveries & Dialogues: The Making Thinking Visible Casebook. ED 348 670
- Center on Families, Communities, Schools, and Children's Learning.**  
The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration. ED 349 348
- Center on Organization and Restructuring of Schools, Madison, WI.**  
When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers. ED 348 711
- Centre for Information on Language Teaching and Research, London (England).**  
On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers. ED 348 864  
Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1. ED 348 840
- Centre for Studies on Integration in Education, London (England).**



- Segregation Statistics: English LEAS, 1988-91.  
ED 348 826
- Chapter 1 Technical Assistance Center,  
Overland Park, KS.**  
Integrating Curriculum and Assessment: A Work-  
shop Guide.  
ED 349 317
- Charles Sturt Univ.-Riverina. Wagga  
Wagga (Australia).**  
Occasional Papers in Distance Education: Num-  
ber 12, Charles Sturt University.  
ED 348 986
- Child Care Careers Inst., Boston, MA.**  
An Annotated Bibliography of Training Re-  
sources and Materials: Tools for the Child Care  
Workforce.  
ED 349 119
- Children's Defense Fund, Washington,  
D.C.**  
Children and Health Insurance. Special Report.  
ED 349 097  
Medicaid and Childhood Immunizations: A Na-  
tional Study.  
ED 349 093  
Reducing Hispanic Teenage Pregnancy and Fam-  
ily Poverty: A Replication Guide. Final Version.  
ED 349 353
- Cities in Schools, New York, NY.**  
Metropolitan Corporate Academy: An Alterna-  
tive High School for Business/Finance and Public  
Services.  
ED 349 347
- City and Guilds of London Inst. (En-  
gland).**  
The C&G Technological Baccalaureate.  
ED 348 556
- City Technology Colleges Trust Ltd., Lon-  
don (England).**  
Business Education in the Secondary School: A  
CTC Response. Number 4.  
ED 348 558  
The C&G Technological Baccalaureate.  
ED 348 556  
Keyboard Proficiency: An Essential Skill in a  
Technological Age. Number 2.  
ED 348 557
- Clearinghouse for Service Integration,  
New York, NY. Study Group on  
School-Linked Integrated Services.**  
Integrating Community Services. Guidebook 8.  
Schools That Work: The Research Advantage.  
ED 349 129
- College and Univ. Personnel Association,  
Washington, D.C.**  
Administrative Compensation Survey, 1990-91.  
ED 348 897
- College Entrance Examination Board,  
New York, N.Y.**  
An Analysis of English Composition Test Essay  
Prompts for Differential Difficulty. College Board  
Report No. 92-4.  
ED 349 336  
Eligibility Issues and Comparable Time Limits for  
Disabled and Nondisabled SAT Examinees. Col-  
lege Board Report No. 92-5.  
ED 349 337
- Colorado State Dept. of Education, Den-  
ver.**  
Certificated Personnel and Related Information,  
Fall 1991.  
ED 349 326  
Colorado Distance Learning Resources: Instruc-  
tional and Staff Development Programming  
Available to Colorado School Districts. 1992-93  
School Year.  
ED 348 941  
Pupil Membership and Related Information, Fall  
1991.  
ED 349 325  
Results of the Colorado Student Assessment Pro-  
gram, Fall 1988 and Fall 1991.  
ED 349 324
- Colorado State Dept. of Education, Den-  
ver. Div. of Special Education Services.**  
A Study of Public School Medical Assistance Pil-  
lot Program: Article 82.  
ED 348 817
- Colorado State Dept. of Local Affairs,  
Denver.**  
Insights and Implications from the Colorado Ru-  
ral Revitalization Project, 1988-1991. A Final  
Evaluation Report.  
ED 349 144
- Colorado State Univ., Fort Collins. Center  
for Rural Assistance.**  
Insights and Implications from the Colorado Ru-  
ral Revitalization Project, 1988-1991. A Final  
Evaluation Report.  
ED 349 144
- Colorado State Univ., Ft. Collins. Dept. of  
Fishery and Wildlife Biology.**  
Learning Objectives for Shooting Sports Instruc-  
tion. 554A: Using Measurable Criteria To Eval-  
uate Performance.  
ED 349 147
- Colorado State Univ., Ft. Collins. School  
of Occupational and Educational Studies.**  
Counselor Role and Educational Change: Plan-  
ning, Integration, and Basic Skills. Book 1: In-  
structor's Manual.  
ED 348 627  
Counselor Role and Educational Change: Plan-  
ning, Integration, and Basic Skills. Book 2: Pre-  
paring Counselors To Serve Diverse Students.  
ED 348 628  
Counselor Role and Educational Change: Plan-  
ning, Integration, and Basic Skills. Book 3: Basic  
Skills, Integration, and the School Counselor.  
ED 348 629  
Counselor Role and Educational Change: Plan-  
ning, Integration, and Basic Skills. Book 4: Plan-  
ning for Success in Tomorrow's Workplace.  
ED 348 630  
Counselor Role and Educational Change: Plan-  
ning, Integration, and Basic Skills. Book 5: Com-  
prehensive School Counseling and Guidance  
Programs.  
ED 348 631  
Counselor Role and Educational Change: Plan-  
ning, Integration, and Basic Skills. Book 6: Educa-  
tional Change and Counselor Renewal.  
ED 348 632  
Counselor Role and Educational Change: Plan-  
ning, Integration, and Basic Skills. Review of Lit-  
erature.  
ED 348 626  
Planning and Integrating Basic Skills into Voca-  
tional Teacher and Counselor Education Curricu-  
la. Final Technical Report.  
ED 349 303
- Colorado Univ., Denver.**  
Insights and Implications from the Colorado Ru-  
ral Revitalization Project, 1988-1991. A Final  
Evaluation Report.  
ED 349 144
- Columbia Univ., New York, NY. Inst. on  
Education and the Economy.**  
Preparing Students for Work in the 21st Century.  
Guidebook 7. Schools That Work: The Research  
Advantage.  
ED 349 128
- Commission on Preservation and Access,  
Washington, DC.**  
Preserving the Illustrated Text. Report of the  
Joint Task Force on Text and Image.  
ED 349 011
- Commonwealth of Learning, Vancouver  
(British Columbia).**  
Building for the Future: The Development of Dis-  
tance Education Programmes at Makerere Uni-  
versity of Uganda. Consultant Report 6.  
ED 348 952  
Canadian Distance Educators Meeting (Sudbury,  
Ontario, Canada, July 8-9, 1991).  
ED 348 979  
The Commonwealth of Learning: A Compendium  
of Activities.  
ED 348 933  
The Commonwealth of Learning: A Year of Con-  
solidation. Annual Report 1990.  
ED 348 934
- The Role of Media Technology within the Pro-  
posed Open University of Tanzania.  
ED 348 958
- Commonwealth Secretariat, London (En-  
gland).**  
Without Women No Development: Selected Case  
Studies from Asia of Non-Formal Education for  
Women.  
ED 349 196  
Women Too in Science and Technology in Africa:  
A Resource Book for Counselling Girls and  
Young Women.  
ED 349 195
- Community Colleges for International De-  
velopment, Inc.**  
Integrating the International/Intercultural Di-  
mension in the Community College.  
ED 349 061
- Congress of the U.S., Washington, D.C.  
House.**  
Job Training Reform Amendments of 1992. Con-  
ference Report To Accompany H.R. 3033. House  
of Representatives, 102d Congress, 2d Session.  
ED 348 551
- Congress of the U.S., Washington, D.C.  
House Committee on Education and La-  
bor.**  
Hearing on Employment and Training Needs in  
the Current Recession. Hearing before the Sub-  
committee on Employment Opportunities of the  
Committee on Education and Labor, House of  
Representatives, One Hundred Second Congress,  
Second Session (Chicago, Illinois).  
ED 348 537  
Hearing on the Reauthorization of the Education  
of the Deaf Act. Hearing before the Subcommit-  
tee on Select Education of the Committee on Edu-  
cation and Labor, House of Representatives,  
One Hundred Second Congress, Second Session.  
ED 348 818  
Hearing on the Reauthorization of the Education  
of the Deaf Act. Hearing before the Subcommit-  
tee on Select Education of the Committee on Edu-  
cation and Labor. House of Representatives,  
One Hundred Second Congress, Second Session.  
ED 348 827  
Juvenile Justice and Delinquency Prevention  
Amendments of 1992. Report To Accompany  
H.R. 5194. Including Cost Estimate of the Con-  
gressional Budget Office. House of Representa-  
tives, 102d Congress, 2d Session.  
ED 348 612
- Congress of the U.S., Washington, DC.  
House Committee on Energy and Com-  
merce.**  
Emerging Telecommunications Technologies  
(Part 2). Hearing before the Subcommittee on  
Telecommunications and Finance of the Commit-  
tee on Energy and Commerce on H.R. 1407, a Bill  
To Establish Procedures To Improve the Alloca-  
tion and Assignment to the Electromagnetic  
Spectrum. House of Representatives, One Hun-  
dred Second Congress, First Session.  
ED 348 965
- Congress of the U.S., Washington, DC.  
House Committee on Science, Space and  
Technology.**  
Technical Education, Work Force Training, and  
U.S. Competitiveness. Hearing before the Sub-  
committee on Technology and Competitiveness  
of the Committee on Science, Space, and Tech-  
nology. U.S. House of Representatives, One Hun-  
dred Second Congress, First Session (September  
17, 1991).  
ED 348 538
- Congress of the U.S., Washington, D.C.  
House Committee on Veterans' Affairs.**  
GI Bill Amendments of 1992. House of Repre-  
sentatives, 102d Congress, 2d Session. Report To  
Accompany H.R. 5087. [Including Cost Estimate  
of the Congressional Budget Office.]  
ED 348 536
- Congress of the U.S., Washington, DC.  
House Select Committee on Children,  
Youth, and Families.**  
America's Families: Conditions, Trends, Hopes  
and Fears. Hearing before the Select Committee

on Children, Youth, and Families. House of Representatives. One Hundred Second Congress, Second Session.

ED 348 618

Health Care Reform: How Do Women, Children, and Teens Fare? Hearing before the Select Committee on Children, Youth, and Families. House of Representatives. One Hundred Second Congress, Second Session.

ED 348 602

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change.

ED 348 984

Congress of the U.S., Washington, D.C.

Senate Committee on Labor and Human Resources.

Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.

ED 348 539

Congress of the U.S., Washington, D.C.

Senate Select Committee on Indian Affairs.

Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991).

ED 349 131

Connecticut State Dept. of Education, Hartford. Div. of Education Support Services.

Serving Students with Special Health Care Needs.

ED 348 815

Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.

Females in Vocational Education: Reflections of the Labor Market.

ED 348 547

Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.

ED 348 544

It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools.

ED 348 545

Strategies for Success: Recruiting Students into Nontraditional Programs.

ED 348 546

Consortium for Policy Research in Education, New Brunswick, NJ.

Ten Lessons about Regulation and Schooling. Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs.

ED 348 729

Contact North, Sudbury (Ontario).

Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance apprise: Un rapport de quatre ateliers sur la formation a distance tenus en fevrier 1991.

ED 349 149

Contra Costa Community Coll. District,

Martinez, CA. Office of District Research.

Profile of District Transfers to the University of California, California State University, and St. Mary's College.

ED 349 066

Coro Foundation, New York, NY.

The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment.

ED 349 189

Corporate Child Development Fund for

Texas, Austin.

Strategies for School-Age Child Care in Texas.

ED 349 082

Council for Cultural Cooperation, Strasbourg (France).

Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989).

ED 348 518

Long-Term Unemployed and the Elderly in Migrant Communities in Europe.

ED 349 154

Council for Religion in Independent

Schools, Washington, DC.

Crossroads: Integrated Models for Teaching Ethics and Spirituality.

ED 349 243

Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.

Principles To Support Higher Order Learning in the Middle Grades.

ED 348 738

Council on Library Resources, Inc., Washington, D.C.

Library Services and the Online Campus Gateway. Final Report.

ED 349 027

Counseling and Personnel Services, Inc.,

Ann Arbor, MI.

Student Self-Esteem: A Vital Element of School Success. Volume 1.

ED 348 633

Daytona Beach Community Coll., FL.

QUANTA: An Interdisciplinary Learning Community (Four Studies).

ED 349 073

Deakin Univ., Victoria (Australia).

Basic Education Needs of Adults Who Are Hearing Impaired.

ED 348 500

Department of Commerce, Washington,

D.C.

Decline of the Sea Turtles: Causes and Prevention.

ED 349 155

Department of Education, Washington,

DC.

Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.

ED 348 978

Electronic Communities of Learners: Fact or Fiction.

ED 348 990

Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.

ED 348 889

Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.

ED 348 475

Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide.

ED 348 929

The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.

ED 348 542

Mentoring Programs for Urban Youth: Handle With Care.

ED 349 368

The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report.

ED 349 170

Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum.

ED 348 891

Stability of Teachers' Classroom Instruction across Classes and Time of Observation.

ED 349 310

Strategies for Improving Adult Reading Performance.

ED 348 503

Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction.

ED 348 502

Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406.

ED 349 035

Where Are the Fathers in Family Literacy? Final Report. Project #98-1032.

ED 348 474

Department of Health and Human Services, Washington, D.C.

Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.

ED 349 129

Department of Justice, Washington, D.C.

National Inst. of Justice.

Ethical Use of Information Technologies in Education: Important Issues for America's Schools.

ED 348 989

Department of Justice, Washington, D.C.

Office of Juvenile Justice and Delinquency

Prevention.

LRE and Juvenile Justice in the 90s.

ED 349 197

Des Moines Public Schools, Iowa.

Planning/Evaluation Report for 1990-91: New Horizons Program.

ED 349 090

Earthworks Group, Berkeley, CA.

50 Simple Things Kids Can Do To Save The Earth.

ED 349 165

50 Simple Things You Can Do To Save The Earth.

ED 349 166

Eastern Michigan Univ., Ypsilanti. National

Inst. for Consumer Education.

Consumer Education in the United States: A Composite Vision, 1992.

ED 348 574

Educational Resources Information Center

(ED), Washington, DC.

ERIC User Survey. Report.

ED 349 032

Resources in Education (RIE). Volume 28, Number 1.

ED 348 466

Educational Testing Service, Princeton,

N.J.

An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.

ED 349 336

Educational Testing Service, Princeton,

NJ. Policy Information Center.

America's Smallest School: The Family. Policy Information Report.

ED 349 320

El Camino Coll., Torrance, Calif.

Competitive Skills Project. Final Report.

ED 348 489

Electronic Industries Foundation, Wash-

ington, DC. Rehabilitation Engineering

Center.

Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.

ED 348 829

Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities.

Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.

ED 348 830

Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study.

ED 348 831

Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.

ED 348 828

Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study.

ED 348 832

Listening to the Experts: The Views of Work-

ing-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study.

ED 348 833

Payment for Assistive Devices by the Veterans Administration.

ED 348 834

Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.

ED 348 835

State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids.

ED 348 836

Subsidy Programs for Assistive Devices.

ED 348 837

#### Elgin YWCA, IL.

Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.

ED 348 889

#### ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Perspectives on the Community College: Essays.

ED 349 041

#### ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research.

ED 349 185

#### ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Family Counseling and Therapy: Major Issues and Topics.

ED 348 623

Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.

ED 348 625

Internationalizing Career Planning: A New Perspective for College Career Centers.

ED 348 624

#### ERIC Clearinghouse on Higher Education, Washington, D.C.

The National Teaching & Learning Forum, Volume 1, 1991-92.

ED 348 932

#### ERIC Processing and Reference Facility, Rockville, MD.

Resources in Education (RIE). Volume 28, Number 1.

ED 348 466

#### European Centre for the Development of Vocational Training, Berlin (Germany).

Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.

ED 348 524

The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.

ED 348 506

Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women.

ED 348 507

Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy.

ED 348 508

Occupational Profiles in the European Steel Industry.

ED 348 504

Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.

ED 348 505

Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.

ED 348 525

Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United King-

dom.

ED 348 526

Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.

ED 348 527

Training of Trainers: Problems and Trends.

ED 348 509

Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.

ED 348 510

Vocational Training in the Tourist Industry.

ED 348 511

Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie.

ED 348 523

#### Evaluation and Training Inst., Los Angeles, Calif.

Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406.

ED 349 035

#### Extension Service (DOA), Washington, D.C.

Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.

ED 349 147

#### Far West Lab. for Educational Research and Development, San Francisco, Calif.

The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report.

ED 348 951

Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.

ED 348 976

Improvement Efforts for Low-Performing Schools.

ED 348 757

Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions.

ED 349 306

#### Federal Library and Information Center Committee, Washington, DC.

Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991).

ED 349 021

#### Federal/Provincial Consumer Education and Plain Language Task Force (Canada).

Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills-What Money Can't Buy.

ED 348 471

Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You.

ED 348 470

Project Real World: Economic Living Skills for High School Students. Module I, The Canadian Marketplace and You.

ED 348 469

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work.

ED 348 472

Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society.

ED 348 473

#### Federation of Protestant Welfare Agencies, New York, N.Y.

Cause for Alarm: The Condition of Black and Latino Males in New York City.

ED 349 358

#### Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12.

Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3.

ED 349 140

Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II.

ED 349 139

#### Florence V. Burden Foundation, New York, N.Y.

Guidelines for the Productive Employment of Older Adults in Child Care.

ED 349 099

#### FORCE Technical Assistance Office, Brussels (Belgium).

FORCE Containing Vocational Training in Europe. Vademecum.

ED 348 468

#### Ford Foundation, New York, N.Y.

An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce.

ED 349 119

Career Development Systems in Early Care and Education: A Planning Approach.

ED 349 113

Career Progression in Early Care and Education: A Discussion Paper.

ED 349 112

Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III.

ED 349 111

The Education of Teachers. A Bibliography.

ED 349 279

A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991).

ED 349 360

#### Fordham Univ., Bronx, NY. Graduate

##### School of Education.

Library Support for Graduate Education Research and Teaching.

ED 349 007

#### Fordham Univ., New York, NY. Libraries.

Library Support for Graduate Education Research and Teaching.

ED 349 007

#### Foreign Policy Association, New York, N.Y.

The Soviet Breakup and U.S. Foreign Policy.

ED 349 257

#### Fort Hays State Univ., Kans.

The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting.

ED 349 118

#### Framingham State Coll., MA. Henry

##### Whittemore Library.

Henry Whittemore Library Workbook. Basic Research Guide and Workbook.

ED 349 016

#### Fund for Educational Excellence, Baltimore, MD.

The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community.

ED 348 723

#### Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Academic Credit at Marymount Manhattan College for Student Volunteers.

ED 348 898

#### Gainesville Coll., GA. Office of Planning and Institutional Research.

Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College.

ED 349 040

#### General Accounting Office, Washington,

##### D.C. Div. of Human Resources.

The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Represent-

RIE JAN 1993



- atives.  
Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters. ED 348 552
- General Accounting Office, Washington, DC. National Security and International Affairs Div.  
DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate. ED 348 540
- General Services Administration, Washington, D.C.  
Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database. ED 349 031
- George Washington Univ., Washington, DC. School of Education and Human Development.  
The National Teaching & Learning Forum, Volume 1, 1991-92. ED 348 932
- Getty Center for Education in the Arts, Los Angeles, CA.  
The DBAE Handbook: An Overview of Discipline-Based Art Education. ED 349 253
- Goldman Sachs & Co., New York, NY.  
Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services. ED 349 347
- Grossmont Coll., El Cajon, Calif.  
Student Success and Instructor Pass Rates. ED 349 077
- Hawaii Univ., Honolulu. Leeward Community Coll.  
Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference. ED 349 062
- Hawaii Univ., Manoa. Second Language Teaching and Curriculum Center.  
Español para Hotelería y Turismo = Spanish for Travel and Tourism. ED 348 838
- Health Resources and Services Administration (DHHS/PHS), Rockville, MD.  
Office for Maternal and Child Health Services.  
Parent Resource Directory. Fourth Edition. ED 348 814
- Howard Heinz Endowment, Pittsburgh, PA.  
Discoveries & Dialogues: The Making Thinking Visible Casebook. ED 348 670
- Idaho State Board of Education, Boise.  
Improving and Extending Rural Library Services in Idaho. ED 349 001
- Idaho State Dept. of Education, Boise.  
Social Studies: Elementary Course of Study. ED 349 206  
Social Studies: Secondary Course of Study. ED 349 207
- Illinois State Board of Education, Springfield.  
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers. ED 348 889  
Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices. ED 349 181
- Right in the Middle. ED 348 774
- Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction. ED 348 725  
ED 348 502
- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.  
Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 477  
Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 479  
Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 476  
Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 478  
Recruitment Strategies for Women in Nontraditional Careers. Adapted from Fair Recruitment Model and Strategies. ED 348 592
- Illinois Univ., Urbana. Center for the Study of Reading.  
Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage. ED 349 122
- Illinois Univ., Urbana. Council for Research in Music Education.  
The Arizona State University K-6 Drama Theatre Curriculum Guide. ED 349 208
- Illinois Univ., Urbana. Graduate School of Library and Information Science.  
National Opinion Poll on Library Issues: Fall 1991. ED 349 030
- Illinois Univ., Urbana. Office of Agricultural Communications and Education.  
Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 477  
Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 479  
Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 476  
Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster. ED 348 478
- Indiana State Dept. of Education, Indianapolis.  
Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990. ED 348 735  
Indiana 2000: Indiana Progress Report, National Education Goals. ED 348 736
- Indiana State Dept. of Education, Indianapolis. Learning Resources Unit.  
Reap around the State: "Best of Reap" Activities. ED 348 651
- Indiana Univ., Bloomington. Education Policy Center.  
Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11. ED 348 728
- Indiana Univ., Bloomington. Mathematics Education Development Center.  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component. ED 349 181
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component. ED 349 182  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview. ED 349 180  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component. ED 349 183  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component. ED 349 184
- Indiana Univ., Bloomington. School of Education.  
Developing Workplace Literacy Programs. ED 348 578  
Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project. ED 348 579  
A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program. ED 348 580
- Infologics AB, Telematics and Disability, Vällingby (Sweden).  
Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1. ED 348 777
- Information Management Consultant Services, Inc., Manlius, NY.  
A New Strategic Direction for the AAHSLS Annual Statistics: Planning. Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I. ED 348 994
- Institute for Educational Leadership, Washington, D.C.  
At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4. ED 349 102
- Institute for Law and Justice, Inc., Alexandria, VA.  
Ethical Use of Information Technologies in Education: Important Issues for America's Schools. ED 348 989
- Institute for Responsive Education, Boston, Mass.  
The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration. ED 349 348
- Interagency Council on the Homeless.  
The McKinney Act: A Program Guide. ED 349 346
- International Catholic Child Bureau, Geneva (Switzerland).  
International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America. ED 349 080
- International Joint Commission, Windsor (Ontario). Great Lakes Regional Office.  
Great Lakes Environmental Education. Special Report. ED 349 156//
- International Society for Technology in Education, Eugene, OR.  
Macintosh Step by Step: Footsteps To Follow for Learning To Use the Macintosh Computer. ED 348 968  
Problem Solving and Critical Thinking for Computer Science Educators. ED 348 971
- International Standards Organization, Geneva (Switzerland).

- Feasibility of an International Standard on Library Performance Measures. ED 349 023
- Iowa State Historical Society, Iowa City.**  
[Visiting the Amana Colonies.] ED 349 215
- Irvine Valley Coll., Irvine, CA.**  
An Evaluation of a College Orientation Course. ED 349 056  
An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software. ED 349 055
- Jefferson County Public Schools, Louisville, Ky.**  
Project GROW. Final Project Report, January 1989 to June 30, 1989. ED 348 467
- Job Corps (DOL), Washington, DC.**  
Advanced Social Skills. Facilitator's Skill Packets 16-22. Social Skills Training. ED 348 566  
Beginning Social Skills. Facilitator's Skill Packets 8-15. Social Skills Training. ED 348 565  
Personal Skills. Facilitator's Skill Packets 1-7. Social Skills Training. ED 348 564  
Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training. ED 348 568  
Skills for Dealing with Feelings. Facilitator's Skill Packets 23-29. Social Skills Training. ED 348 567  
Skills for Dealing with Stress. Facilitator's Skill Packets 39-50. Social Skills Training. ED 348 569  
Social Skills Program Team Manuals. ED 348 563
- John D. and Catherine T. MacArthur Foundation, Chicago, IL.**  
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues. ED 349 148  
Success Starts Young: Expanding the Promise of the Illinois Preschool Program. ED 349 114
- Johns Hopkins Univ., Baltimore, Md.**  
Center for Social Organization of Schools.  
Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports. ED 348 939
- Johns Hopkins Univ., Washington, DC.**  
National Foreign Language Center.  
Introducing Chinese into High Schools: The Dodge Initiative. ED 348 871
- Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.**  
Assessing the Outcomes of Developmental Courses at Johnson County Community College. ED 349 052  
Perceptions of Johnson County Community College by Residents of Johnson County. [Revised.] ED 349 051
- John Wood Community Coll., Quincy, Ill.**  
Performance-Based Education Project: A Component of the Institutional Outcomes Model. Course Prototype. U.S. History 121 (HIS121). ED 349 211
- Kansas City School District, Mo.**  
Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet High School 1990-1991. ED 348 961  
Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991. ED 348 962  
Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991. ED 349 223
- Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991. ED 349 251
- Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991. ED 349 173
- The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation. ED 348 966
- The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. ED 349 089
- The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation. ED 349 086
- The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation. ED 349 224
- The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation. ED 349 222
- The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. ED 349 225
- Kellogg Foundation, Battle Creek, Mich.**  
The Adult Learner in Higher Education. A Resource and Planning Guide. ED 348 911
- Beacon College Project Directory. ED 349 075
- Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide. ED 348 910
- Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report. ED 349 064
- Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113
- Career Progression in Early Care and Education: A Discussion Paper. ED 349 112
- Helping Adults Learn. Facilitator's Guide. ED 348 909
- Helping Adults Learn. Participant Workbook. ED 348 908
- Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report. ED 349 144
- Intergenerational Relations: Older Adults and Youth. County Extension Program Guide. ED 349 138
- Returning to College: A Resource and Planning Guide for CSU Adult Students. ED 348 923
- Strategies for Instructional Development. A Resource and Planning Guide. ED 348 912
- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.**  
Project GROW. Final Project Report, January 1989 to June 30, 1989. ED 348 467
- Laval Univ., Quebec (Quebec).**  
Un corpus de français parle. Montreal 84: Historique, methodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1. ED 348 875
- Learning Disabilities Association of America, Pittsburgh, PA.**  
Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992). Research Poster Session Abstract. Volume 1. ED 348 791
- Lehigh County Community Coll., Schnecksville, Pa.**  
A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania. ED 349 039
- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.**  
Assistive Technology: A Selective Bibliography. Reference Bibliography No. 92-1. ED 349 015
- Library of Congress, Washington, DC. Science and Technology Div.**  
Biology for Schools. Selected Teaching Aids. ED 349 178
- Lilly Endowment, Inc., Indianapolis, Ind.**  
Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11. ED 348 728
- Maine Association for Cooperative Education.**  
Cooperative Education: A Guide for Maine Cooperative Education Programs. ED 348 553
- Maine Association of Vocational Education Administrators.**  
Cooperative Education: A Guide for Maine Cooperative Education Programs. ED 348 553
- Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.**  
Cooperative Education: A Guide for Maine Cooperative Education Programs. ED 348 553
- Manitoba Dept. of Education and Training, Winnipeg.**  
Multicultural Education. A Policy for the 1990s = L'education multiculturelle. Une politique pour les annees 1990. ED 349 361
- Manpower Demonstration Research Corp., New York, N.Y.**  
Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners. ED 348 575
- Marion City Board of Education, Ohio.**  
Strategies for Improving Adult Reading Performance. ED 348 503
- Maryland State Council on Vocational-Technical Education, Annapolis.**  
Strands of Opportunity. Webs of Hope: Weaving a Seamless Education System for Workplace Needs. 1991 Annual Report. ED 348 498
- Maryland State Dept. of Education, Baltimore.**  
Case Management in Maryland's Tomorrow. ED 348 534  
Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. ED 349 220  
Learning Outcomes in Library Media Skills. ED 349 005
- Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions.** Report to the State Superintendent. ED 349 265
- Maryland State Dept. of Education, Baltimore. Div. of Instruction.**  
Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 203  
Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 204  
Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program.

- ED 349 205  
**Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.**  
 Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990).  
 ED 348 998
- Marymount Manhattan Coll., New York, N.Y.**  
 Academic Credit at Marymount Manhattan College for Student Volunteers.  
 ED 348 898
- Massachusetts Inst. of Tech., Cambridge.**  
 Library Services and the Online Campus Gateway. Final Report.  
 ED 349 027
- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.**  
 A Partnership Approach to Industrial Technology Education.  
 ED 348 573
- Massachusetts State Dept. of Education, Quincy.**  
 Faces of Homelessness: A Teacher's Guide.  
 ED 348 641  
 The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development.  
 ED 348 721  
 School Choice: Doing It Right. Answers for Policymakers.  
 ED 348 742
- Massachusetts Trial Court, Boston. Office of Commissioner of Probation.**  
 Juvenile Delinquency: A Study of Massachusetts Juvenile Probationers.  
 ED 348 594
- Massachusetts Univ., Boston, MA. William Monroe Trotter Inst.**  
 Reconsidering Vocational Technical Education for Black and Latino Youth.  
 ED 348 490
- Meadows Foundation, Dallas, Tex.**  
 Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program.  
 ED 348 773
- Metropolitan Corporate Academy, Brooklyn, NY.**  
 Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services.  
 ED 349 347
- Michigan State Dept. of Education, Lansing. Bureau of Information Management.**  
 Special Education and the Michigan Educational Assessment Program (MEAP).  
 ED 348 779  
 Special Education Learning Materials Centers (SELMC).  
 ED 348 780
- Michigan State Dept. of Education, Lansing. Special Education Services.**  
 Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group.  
 ED 348 816
- Michigan State Univ., East Lansing. Inst. for Research on Teaching.**  
 Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.  
 ED 349 124
- Michigan Univ., Ann Arbor. Program in Child Development and Social Policy.**  
 Taking Steps for Children: A Citizen's Guide to Child Policy.  
 ED 349 107
- Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**  
 Food Production, Management, and Services. Baking. Teacher Edition. Second Edition.  
 ED 348 484
- Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition.**  
 ED 348 485  
 Food Production, Management, and Services. Production. Teacher Edition. Second Edition.  
 ED 348 486  
 Fundamentals of Welding. Teacher Edition.  
 ED 348 483  
 Gas Metal Arc Welding and Flux-Cored Arc Welding. Teacher Edition. Second Edition.  
 ED 348 487  
 Impact of Technology on the Family. Teacher Edition.  
 ED 348 482
- Mid-Plains Community Coll. Area, North Platte, NE. Office of Institutional Research.**  
 Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15.  
 ED 349 050
- Midwest Regional Center for Drug-Free Schools and Communities, Oak Brook, IL.**  
 Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.  
 ED 349 127
- Ministry of Education and Science, Madrid (Spain).**  
 Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989).  
 ED 348 518
- Ministry of Education, Nairobi (Kenya).**  
 Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).  
 ED 349 121
- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.**  
 Family Empowerment.  
 ED 348 793
- Minnesota State Dept. of Education, St. Paul.**  
 Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.  
 ED 349 273
- Minnesota Univ., Minneapolis. Inst. on Community Integration.**  
 Family Empowerment.  
 ED 348 793
- Missouri State Library, Jefferson City.**  
 Libraries and Literacy: A Program Planning Manual for Missouri Librarians.  
 ED 349 006  
 Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report.  
 ED 349 008
- Missouri Univ., Columbia. Center on Rural Elderly.**  
 Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.  
 ED 349 138
- Model Classrooms, Bellevue, WA.**  
 Advanced Social Skills. Facilitator's Skill Packets 16-22. Social Skills Training.  
 ED 348 566  
 Beginning Social Skills. Facilitator's Skill Packets 8-15. Social Skills Training.  
 ED 348 565  
 Personal Skills. Facilitator's Skill Packets 1-7. Social Skills Training.  
 ED 348 564  
 Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training.  
 ED 348 568  
 Skills for Dealing with Feelings. Facilitator's Skill Packets 23-29. Social Skills Training.  
 ED 348 567  
 Skills for Dealing with Stress. Facilitator's Skill Packets 39-50. Social Skills Training.  
 ED 348 569
- Social Skills Program Team Manuals.**  
 ED 348 563
- Mountain Plains Library Association.**  
 Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991).  
 ED 349 017
- MPR Associates, Berkeley, CA.**  
 Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report.  
 ED 349 369
- National Academy of Sciences - National Research Council, Washington, DC. Commission on Life Sciences.**  
 Decline of the Sea Turtles: Causes and Prevention.  
 ED 349 155
- National Archives and Records Administration, Washington, DC.**  
 Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database.  
 ED 349 031
- National Assessment of Vocational Education (ED), Washington, DC.**  
 The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).  
 ED 348 576  
 The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.  
 ED 348 577
- National Association for the Advancement of Colored People, New York, N.Y.**  
 School Desegregation-The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991).  
 ED 349 354
- National Association for the Education of Young Children, Washington, D.C.**  
 Changing Kindergartens: Four Success Stories.  
 ED 349 083  
 Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.  
 ED 349 126
- National Association of Early Childhood Specialists in State Departments of Education.**  
 Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.  
 ED 349 126
- National Association of Elementary School Principals, Alexandria, VA.**  
 The Little Things Make a Big Difference: How To Help Your Children Succeed in School.  
 ED 349 100
- National Association of State Directors of Special Education, Alexandria, VA.**  
 The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress.  
 ED 348 808  
 [Professions in Special Education: Suggested Readings].  
 ED 348 807
- National Association of State Directors of Special Education, Washington, D.C.**  
 State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities.  
 ED 348 805
- National Association of Student Financial Aid Administrators, Washington, D.C.**  
 Assessing Reauthorization: The Provisions of the Conference Report on S.1150.  
 ED 348 904



### National Catholic Educational Association, Washington, D.C.

A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.

ED 349 367

United States Catholic Elementary Schools & Their Finances, 1991.

ED 348 737

### National Center for Adult Literacy, Philadelphia, PA.

Developing Workplace Literacy Programs.

ED 348 578

Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.

ED 348 579

### National Center for Children in Poverty, New York, NY.

Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III.

ED 349 111

### National Center for Education Statistics (ED), Washington, DC.

Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report.

ED 349 369

National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.

ED 349 340

NCES Statistical Standards.

ED 349 343

Student Mobility Rate: A Moving Target.

ED 349 335

Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey.

ED 349 327

### National Center for Research in Mathematical Sciences Education, Madison, WI.

Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.

ED 349 123

### National Center for Research in Vocational Education, Berkeley, CA.

Accountability for Vocational Education: A Practitioner's Guide.

ED 348 570

Assessing Special Populations in Vocational Programs. Annotated Resource List.

ED 348 528

Career Magnets: Interviews with Students and Staff.

ED 348 531

Exemplary Programs Serving Special Populations. Volume 1.

ED 348 571

Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?

ED 348 535

Integration of Academic and Vocational Education. Annotated Resource List.

ED 348 529

Integration of Vocational and Academic Education: Theory and Practice.

ED 348 491

Linking Planning and Evaluation: Review and Synthesis of Literature.

ED 348 572

Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research.

ED 348 492

Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2.

ED 348 493

Tech Prep. Annotated Resource List.

ED 348 530

### National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA.

Rating Instructional Conversations: A Guide. Educational Practice Report: 4.

### National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.

ED 349 125

The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science.

ED 349 331

What's Happening with Educational Assessment?

ED 349 342

### National Center for Science Teaching and Learning, Columbus, OH.

A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2.

ED 349 167

### National Center on Adult Literacy, Philadelphia, PA.

Developing Workplace Literacy Programs.

ED 348 578

Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.

ED 348 579

### National Center on Educational Outcomes, Minneapolis, MN.

Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5.

ED 348 823

Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4.

ED 348 822

Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1.

ED 348 819

Increasing the High School Graduation Rate: National Education Goal 2 and Students with Disabilities. Brief Report 3.

ED 348 821

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.

ED 348 825

Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6.

ED 348 824

Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2.

ED 348 820

State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities.

ED 348 805

### National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.

New Faculty Interview Protocol.

ED 348 901

New Faculty Survey Instrument.

ED 348 900

### National Clearinghouse for Professions in Special Education, Reston, VA.

The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress.

ED 348 808

[Professions in Special Education: Suggested Readings].

ED 348 807

### National Commission on Libraries and Information Science, Washington, D. C.

Nebraska Information Partnerships. A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991).

ED 349 028

### National Commission To Prevent Infant

### Mortality, Washington, DC.

At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.

ED 349 102

### National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version.

ED 349 353

### National Council of Teachers of Mathematics, Inc., Reston, Va.

Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.

ED 349 123

Exploratory Problems in Mathematics.

ED 349 169

### National Dropout Prevention Center, Clemson, SC.

Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report.

ED 348 622

### National Education Association, Washington, D.C.

Ethical Education in American Public Schools. Reference & Resource Series.

ED 349 256

Multicultural Education for the 21st Century. NEA School Restructuring Series.

ED 349 370

### National Education Association, Washington, D.C. Research Div.

Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining.

ED 348 751

Retirement and Retiree Health Benefits Provisions Survey, 1990-91.

ED 348 739

### National Education Goals Panel, Washington, DC.

The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.

ED 348 542

### National Endowment for the Arts, Washington, DC. Research Div.

Sourcebook of Arts Statistics: 1989. 1992 Addendum.

ED 349 240

### National Governors' Association, Washington, D.C.

Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning.

ED 348 554

### National Health Education Consortium, Washington, DC.

At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.

ED 349 102

### National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.

Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents.

ED 349 120

### National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change.

ED 349 096

### National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.

ED 348 829

Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.

RIE JAN 1993

- Design for All: Consumer Needs Assessment Project Year 2: Results of the Second Year of a Five Year Study. ED 348 830
- Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper. ED 348 831
- Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study. ED 348 832
- Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study. ED 348 833
- Payment for Assistive Devices by the Veterans Administration. ED 348 834
- Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities. ED 348 835
- State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids. ED 348 836
- Subsidy Programs for Assistive Devices. ED 348 837
- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.**  
Drug Abuse and Drug Abuse Research. The Third Triennial Report to Congress from the Secretary, Department of Health and Human Services. ED 348 604
- National Library of Medicine, Bethesda, Md. Lister Hill National Center for Biomedical Communications.**  
Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond. ED 349 013
- National Literacy Secretariat, Ottawa (Ontario).**  
Partnerships in Literacy: A Guide for Community Organization and Program Development. ED 348 561
- National Opinion Research Center, Chicago, Ill.**  
National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual. ED 349 340
- Transitions to High School: Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey. ED 349 327
- National School Boards Association, Alexandria, VA.**  
Americans with Disabilities Act. ED 348 809
- National Science Foundation, Washington, D.C.**  
Electronic Communities of Learners: Fact or Fiction. ED 348 990
- A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2. ED 349 167
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component. ED 349 181
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component. ED 349 182
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview. ED 349 180
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component. ED 349 183
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component. ED 349 184
- Native American Educational Services, Inc., Chicago, Ill.**  
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues. ED 349 148
- Nebraska Coordinating Commission for Postsecondary Education, Lincoln.**  
Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska. ED 348 555
- Nebraska Legislative Council, Lincoln.**  
Legislative Research Div.  
A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988). ED 348 740
- Nebraska Library Commission, Lincoln.**  
Nebraska Information Partnerships, A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991). ED 349 028
- New Mexico State Dept. of Education, Santa Fe.**  
Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of Education and a Call for Action from the Middle Level Advisory Committee. ED 348 726
- New York City Board of Education, Brooklyn, N.Y.**  
Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services. ED 349 347
- New York Community Trust, N.Y.**  
Cause for Alarm: The Condition of Black and Latino Males in New York City. ED 349 358
- New York State Commission on Quality of Care for the Mentally Disabled, Albany.**  
New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91. ED 348 794
- New York State Council for the Social Studies.**  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records. ED 349 249
- New York State Education Dept., Albany.**  
New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System. ED 349 328
- New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts. ED 349 313
- New York State Education Dept., Albany.**  
Office of Elementary, Middle and Secondary Education.  
Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy. ED 349 115
- New York State Historical Association, Cooperstown.**  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records. ED 349 249
- New York State Office of the Comptroller, Albany.**
- Audit Report of Borough of Manhattan Community College. Report 91-T-4. ED 349 037
- Audit Report of Erie Community College. Report 92-S-46. ED 349 038
- Audit Report of Rockland Community College. Report 89-T-7. ED 349 034
- Northampton Community Coll., Bethlehem, PA. Adult Literacy Div.**  
Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032. ED 348 475
- Where Are the Fathers in Family Literacy? Final Report. Project #98-1032. ED 348 474
- North Carolina State Dept. of Public Instruction, Raleigh.**  
Computer Competencies for All Educators in North Carolina Public Schools. Revised. ED 348 954
- A Primer on Cabling Design and Implementation: Considerations for Decision-Makers. ED 348 970
- North Carolina State Univ., Raleigh. Sea Grant Coll.**  
Ripples: A Big Sweep Elementary Activity Guide. ED 349 171
- North Carolina Univ., Chapel Hill. Carolina Policy Studies Program.**  
Handbook for Ethical Policy Making. ED 348 810
- Status of States' Progress in Implementing Part H of IDEA: Report #4. ED 348 811
- North Carolina Univ., Chapel Hill. Frank Porter Graham Center.**  
Estimating the Costs of Providing Early Intervention and Preschool Special Education Services. ED 348 783
- North Central Regional Educational Lab., Elmhurst, Ill.**  
Technology: Its Use in Education. A National Perspective. and Online Rights. ED 348 959
- North Central Regional Educational Lab., Oak Brook, Ill.**  
Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage. ED 349 125
- Alternative Teacher Certification. Policy Briefs No. 17. ED 349 311
- Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage. ED 349 124
- Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage. ED 349 123
- Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage. ED 349 122
- Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage. ED 349 129
- Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage. ED 349 126
- Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations. ED 349 304
- Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage. ED 349 127
- Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage. ED 349 128
- North Dakota State Dept. of Public Instruction, Bismarck.**  
Drama Curriculum Guide K-6. North Dakota

- Arts Curriculum Project. ED 348 700  
Drama Curriculum Guide 7-12. North Dakota  
Arts Curriculum Project. ED 348 701
- North Dakota Univ. System, Bismarck.**  
North Dakota Interactive Video Network: A  
Practical Guide to Teleconferencing and Distance  
Education. ED 348 945
- Northern Arizona Univ., Flagstaff.**  
Project Daylight. ED 348 899
- Northern Illinois Univ., DeKalb. Curricu-  
lum and Instruction Reading Clinic.**  
Portfolio Assessment: A Survey among Profes-  
sionals. Literacy Research Report No. 1. ED 348 656  
What Teachers Have Been Telling Us about Liter-  
acy Portfolios. Literacy Research Report No. 15.  
ED 348 657
- Northland Pioneer Coll., Holbrook, Ariz.**  
Managing the One Person Library in Rural  
Northeastern Arizona. ED 348 993  
Short Term Workshops for Academic Credit: A  
New Approach to Continuing Education in Li-  
brary/Media Technology. ED 348 992  
Training Library Work Study Students for Aca-  
demic Credit: A Way To Address the Account-  
ability Factor. ED 348 996
- Northwest Regional Educational Lab.,  
Portland, OR. Technology Program.**  
Distance Education Resource Directory for  
Northwest Schools. ED 348 937
- Northwest Territories Dept. of Education,  
Yellowknife.**  
A Handbook for Resource Centre Standards and  
Services. ED 348 975  
Northern Nutrition. ED 349 130  
Winning. A Student Notebook and A Teacher's  
Guide. ED 348 615  
Yellowknife, the Capital of the N.W.T.: A Lan-  
guage Development Unit for Social Studies.  
ED 349 255
- Office of Educational Research and Im-  
provement (ED), Washington, DC.**  
Alternatives for Measuring Performance. Guide-  
book 4. Schools That Work: The Research Advan-  
tage. ED 349 125  
Alternative Teacher Certification. Policy Briefs  
No. 17. ED 349 311  
Children as Explorers. Guidebook 3. Schools That  
Work: The Research Advantage. ED 349 124  
Children as Problem Solvers. Guidebook 2.  
Schools That Work: The Research Advantage. ED 349 123  
Children as Strategic Readers. Guidebook 1.  
Schools That Work: The Research Advantage. ED 349 122  
The Cooperative Elementary School: Effects on  
Students' Achievement, Attitudes and Social Re-  
lations. ED 349 098  
Developing Workplace Literacy Programs. ED 348 578  
Discoveries & Dialogues: The Making Thinking  
Visible Casebook. ED 348 670  
Distance Education Resource Directory for  
Northwest Schools. ED 348 937  
Ethical Use of Information Technologies in Edu-  
cation: Important Issues for America's Schools.  
ED 348 989  
Evaluating the Impact of Workplace Literacy Pro-  
grams. Results and Instruments from the NCAL  
Workplace Literacy Impact Project. ED 348 579

- Family Counseling and Therapy: Major Issues  
and Topics. ED 348 623
- Hands-On Approaches to Science Teaching:**  
Questions and Answers from the Field and Re-  
search. ED 349 185  
Helping Children Cope with Fears and Stress.  
Part I: Discussion and Activities. Part II: Facili-  
tator's Guide. ED 348 625  
Improvement Efforts for Low-Performing  
Schools. ED 348 757  
The Influence of Problem Context on Mathemat-  
ics Performance. Project 2.1: Alternative Ap-  
proaches to Assessment in Mathematics and  
Science. ED 349 331  
Integrating Community Services. Guidebook 8.  
Schools That Work: The Research Advantage. ED 349 129  
Internationalizing Career Planning: A New Per-  
spective for College Career Centers. ED 348 624  
Literacy Curriculum-in-the-Making: A Case  
Study of Billy's Learning. Elementary Subjects  
Center Series No. 58. ED 348 664  
Meeting Children's Needs. Guidebook 5. Schools  
That Work: The Research Advantage. ED 349 126  
The National Teaching & Learning Forum, Vol-  
ume 1, 1991-92. ED 348 932  
A Network for Integrated Science and Mathemat-  
ics Teaching and Learning. NCSTL Monograph  
Series, #2. ED 349 167  
Output Measures for Public Library Service to  
Children. A Manual of Standardized Procedures.  
ED 348 991  
Perspectives on the Community College: Essays.  
ED 349 041  
Policy and Practice toward the Improvement of  
Teacher Education: An Analysis of Issues from  
Recruitment to Continuing Professional Develop-  
ment with Recommendations. ED 349 304  
Preparing Students for Drug-Free Lifestyles.  
Guidebook 6. Schools That Work: The Research  
Advantage. ED 349 127  
Preparing Students for Work in the 21st Century.  
Guidebook 7. Schools That Work: The Research  
Advantage. ED 349 128  
Rating Instructional Conversations: A Guide. Ed-  
ucational Practice Report: 4. ED 348 888  
Resources in Education (RIE). Volume 28, Num-  
ber 1. ED 348 466  
Technology: Its Use in Education. A National  
Perspective. and Online Rights. ED 348 959  
Tender Feelings, Hidden Thoughts: Confronting  
Bias, Innocence, and Racism through Case Dis-  
cussions. ED 349 306  
Ten Lessons about Regulation and Schooling. Re-  
porting on Issues and Research in Education Pol-  
icy and Finance. CPRE Policy Briefs. ED 348 729  
Toward the Construction of a Federal Policy-Im-  
pact Code for Classifying the Nation's Rural  
School Districts. Occasional Paper No. 34. ED 349 142  
What's Happening with Educational Assessment?  
ED 349 342  
What Teachers Have To Say about Creating Inno-  
vations in Education. Proceedings from the Shar-  
ing Success Forum (Orlando, Florida, May 12,  
1992). ED 348 755  
When School Restructuring Meets Systemic Cur-  
riculum Reform. Brief to Policymakers. ED 348 711
- Office of Educational Research and Im-  
provement (ED), Washington, DC. Office  
of Research.**  
NLS-72-Postsecondary Education Transcript

- Files. Data User's Manual for Revised Transcript,  
Term, and Course Files. Supplementary Adden-  
dum. ED 349 341
- Office of Educational Research and Im-  
provement (ED), Washington, DC. Pro-  
grams for the Improvement of Practice.**  
Getting Started: How Choice Can Renew Your  
Public Schools. ED 348 756
- Office of Elementary and Secondary Edu-  
cation (ED), Washington, DC. Compensa-  
tory Education Programs.**  
Integrating Curriculum and Assessment: A Work-  
shop Guide. ED 349 317
- Office of Juvenile Justice and Delinquent  
Prevention (Dept. of Justice), Washington,  
D.C.**  
Strengthening Minority Involvement in Law-Rel-  
ated Education. Technical Assistance Bulletin,  
No. 9. ED 349 254
- Office of Management and Budget, Wash-  
ington, D.C.**  
Identifying and Describing Federal Information  
Inventory/Locator Systems: Design for Net-  
work-Based Locators. Vol. I, Final Report. Vol. II,  
User Guide and Codebook for the Federal Loca-  
tor Database. ED 349 031
- Office of Policy and Planning (ED),  
Washington, DC.**  
Transforming American Education. A Directory  
of Research and Practice To Help the Nation  
Achieve the Six National Education Goals. ED 348 775
- Office of Postsecondary Education (ED),  
Washington, DC.**  
Scarcity and Survival in El Salvador. Grades Six  
to Twelve. ED 349 234
- Office of Special Education and Rehabili-  
tative Services (ED), Washington, DC.**  
The Cooperative Elementary School: Effects on  
Students' Achievement, Attitudes and Social Re-  
lations. ED 349 098  
Inclusion. ED 348 806  
The Increasing Need for Special Education  
Teachers: Evidence from the Annual Reports to  
Congress. ED 348 808  
[Professions in Special Education: Suggested  
Readings]. ED 348 807
- Office of the Assistant Secretary of De-  
fense for Force Management and Person-  
nel (DOD), Washington, DC.**  
Quality-Based Analysis Capability for National  
Youth Surveys: Development, Application, and  
Implications for Policy. ED 349 332
- Office of Vocational and Adult Education  
(ED), Washington, DC.**  
Accountability for Vocational Education: A Prac-  
titioner's Guide. ED 348 570  
Adult ESL Literacy Programs and Practices. A  
Report on a National Research Study. Technical  
Report. ED 348 895  
Adult ESL Literacy: State of the Art 1990. ED 348 893  
Assessing Special Populations in Vocational Pro-  
grams. Annotated Resource List. ED 348 528  
Background Information: A Look at Program  
Components and Innovative Practices in Adult  
ESL Literacy. ED 348 894  
Bringing Literacy to Life. Issues and Options in  
Adult ESL Literacy. ED 348 896



- Career Magnets: Interviews with Students and Staff.**  
ED 348 531  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.
- ED 348 627**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.
- ED 348 628**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.
- ED 348 629**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.
- ED 348 630**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.
- ED 348 631**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.
- ED 348 632**  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Review of Literature.
- ED 348 626**  
Exemplary Programs Serving Special Populations. Volume 1.
- ED 348 571**  
Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?
- ED 348 535**  
Integration of Academic and Vocational Education. Annotated Resource List.
- ED 348 529**  
Integration of Vocational and Academic Education: Theory and Practice.
- ED 348 491**  
Linking Planning and Evaluation: Review and Synthesis of Literature.
- ED 348 572**  
Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research.
- ED 348 492**  
Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report.
- ED 349 303**  
Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2.
- ED 348 493**  
Tech Prep. Annotated Resource List.
- ED 348 530**
- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.**  
Competitive Skills Project. Final Report.  
ED 348 489  
Workplace Literacy. Project SIDE. Procedural Report.  
ED 348 550
- Ohio State Council on Vocational Education, Westerville.**  
Assessing the Productivity of Vocational/Technical Graduates.  
ED 348 480
- Ohio State Univ., Columbus. Center for Comparative Studies in the Humanities.**  
The University of the Future: Problems and Prospects.  
ED 348 905
- Okaloosa-Walton Community Coll., Niceville, FL.**  
A Decision-Making Analysis of Fund Raising Options in a Public Community College.  
ED 349 065
- Ontario Mental Health Foundation, Toronto**  
Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures.  
ED 349 101
- Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.**  
An Alternative Rhetoric for Hypertext.  
ED 348 940  
The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.  
ED 348 938  
Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education.  
ED 348 947
- Oregon Educational Computer Consortium.**  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.  
ED 348 956
- Oregon School Study Council, Eugene.**  
Homework: How Effective? How Much To Assign? The Need for Clear Policies.  
ED 348 754  
The Principal as Orchestral Conductor.  
ED 348 718
- Oregon State Dept. of Education, Salem.**  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.  
ED 348 956  
Oregon Traffic Patrol Manual for Schools, Revised.  
ED 348 748
- Oregon State Univ., Corvallis. Coll. of Science.**  
The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report.  
ED 349 170
- Oregon Univ., Eugene.**  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.  
ED 348 956
- Pacific Cultural Foundation, Taipei (Taiwan).**  
Cultural Anxiety of Chinese and U.S. Students.  
ED 348 924
- Peace Corps, Washington, DC. Information Collection and Exchange Div.**  
Language Learning Strategies for Peace Corps Volunteers.  
ED 348 877  
Language Training Reference Manual. Training Manual T0056.  
ED 348 880  
Peace Corps: Urban Development Programming Guidelines.  
ED 349 362
- Pennsylvania State Dept. of Education, Harrisburg.**  
Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals.  
ED 348 722  
Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum.  
ED 348 891
- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.**  
Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.  
ED 348 475  
Where Are the Fathers in Family Literacy? Final Report. Project #98-1032.  
ED 348 474
- Pennsylvania State Dept. of Education, Harrisburg. Div. of Federal Programs.**  
Evaluation of Heartwood Program.  
ED 348 644
- Pennsylvania State Univ., University Park.**  
New Faculty Survey Instrument.  
ED 348 900
- People for the American Way, Washington, DC.**  
Assault on Liberty: The Record of the Reagan-Bush Courts.  
ED 349 250
- Phi Delta Kappa Educational Foundation, Bloomington, Ind.**  
Achieving Adult Literacy. Fastback 330.  
ED 348 516  
Adult Education: The Way to Lifelong Learning. Fastback 334.  
ED 348 517  
Developing Effective Drug Education Programs. Fastback 332.  
ED 348 620  
How To Start a Student Mentor Program. Fastback 333.  
ED 348 621  
Restructuring an Urban High School. Fastback 323.  
ED 349 366
- Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.**  
Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92.  
ED 349 074
- Pittsburgh Univ., PA. Center for Social and Urban Research.**  
Guidelines for the Productive Employment of Older Adults in Child Care.  
ED 349 099
- Population Reference Bureau, Inc., Washington, D.C.**  
The Baby Boom—Entering Midlife.  
ED 349 198  
Population: A Lively Introduction.  
ED 349 199
- Prudential Foundation, Newark, N.J.**  
At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.  
ED 349 102
- Public Broadcasting Service, Washington, DC. PBS Elementary/Secondary Service.**  
Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.  
ED 349 125  
Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.  
ED 349 124  
Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.  
ED 349 123  
Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage.  
ED 349 122  
Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.  
ED 349 129  
Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.  
ED 349 126  
Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.  
ED 349 127  
Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.  
ED 349 128
- Public Library Association, Chicago, Ill.**  
Output Measures for Public Library Service to Children. A Manual of Standardized Procedures.  
ED 348 991
- Rancho Santiago Community Coll., Santa Ana, Calif.**  
The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual

- Faculty Lecture. ED 348 707
- Rand Corp., Santa Monica, Calif.**  
Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy. ED 349 332
- Research and Training Associates, Inc., Overland Park, KS.**  
Integrating Curriculum and Assessment: A Workshop Guide. ED 349 317
- Research for Better Schools, Inc., Philadelphia, Pa.**  
Evaluation of Heartwood Program. ED 348 644
- Rhem (James) & Associates, Inc., Washington, DC.**  
The National Teaching & Learning Forum, Volume 1, 1991-92. ED 348 932
- Rio Salado Community Coll., Ariz.**  
SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report. ED 348 521
- RMC Research Corp., Denver, CO.**  
Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide. ED 348 978
- Robert Wood Johnson Foundation, New Brunswick, N.J.**  
Medicaid and Childhood Immunizations: A National Study. ED 349 093
- Rockefeller Bros. Fund, New York, N.Y.**  
Career Development Systems in Early Care and Education: A Planning Approach. ED 349 113  
Career Progression in Early Care and Education: A Discussion Paper. ED 349 112
- Rockefeller Foundation, New York, N.Y.**  
Cause for Alarm: The Condition of Black and Latino Males in New York City. ED 349 358  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version. ED 349 353  
School Desegregation—The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991). ED 349 354
- Royal Victorian Inst. of the Blind (Australia).**  
Basic Education Needs of Visually Impaired Adults. ED 348 501
- Sacramento City Coll., CA. Learning Resources Div.**  
Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes. ED 349 069
- Sacramento City Unified School District, Calif.**  
Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure. ED 348 800
- Saginaw Public Schools, Mich. Dept. of Evaluation Services.**  
Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report. ED 348 549
- Saint Cloud State Univ., MN.**  
State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities. ED 348 805
- Saint Louis Community Coll. at Meramec, MO.**  
Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report. ED 349 064
- Saint Petersburg Junior Coll., FL. Office of Institutional Research.**  
Nursing Predictors Study, Phase One. ED 349 036
- San Bernardino County Preschool Services Dept., San Bernardino, CA.**  
Behavior Management for Young Children. ED 349 108
- San Jose/Evergreen Community Coll. District, San Jose, CA.**  
Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256. ED 349 049
- Saskatchewan Literacy Network, Saskatoon.**  
Literacy Works, Volume 2, Number 1-2, 1991. ED 348 892
- Scottish Council for Research in Education.**  
Investigating in the Social Subjects. SCRE Project Report No. 34. ED 349 218
- Scottish Education Dept., Edinburgh.**  
Investigating in the Social Subjects. SCRE Project Report No. 34. ED 349 218
- Shrewsbury Public Schools, Mass.**  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook. ED 349 266
- Simon Fraser Univ., Burnaby (British Columbia). Faculty of Education.**  
The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase 1: August 1990-August 1991. Final Report: September 1991. ED 348 988
- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).**  
Practices of Effective CEO's: A Preliminary Discussion. ED 348 713
- Society for the Psychological Study of Social Issues, Ann Arbor, Mich.**  
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students. ED 349 364
- South Dakota State Library, Pierre.**  
Microcomputers in School and Public Libraries: A Directory. ED 349 022
- Southeastern Regional Vision for Education (SERVE), Tallahassee, FL.**  
What's Happening with Educational Assessment? ED 349 342  
What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992). ED 348 755
- Southern Association of Community, Junior, and Technical Colleges.**  
Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2. ED 349 059
- Southern Conference on Language Teaching.**  
Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. ED 348 850
- Southern Education Foundation, Atlanta, Ga.**  
A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991). ED 349 360  
A Perspective on the Continuing Struggle for Equity. ED 349 235
- Special Education Programs (ED/OS-ERS), Washington, DC.**  
Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5. ED 348 823  
Estimating the Costs of Providing Early Intervention and Preschool Special Education Services. ED 348 783  
Family Empowerment. ED 348 793  
Handbook for Ethical Policy Making. ED 348 810  
Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4. ED 348 822  
Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1. ED 348 819  
Increasing the High School Graduation Rate. National Education Goal 2 and Students with Disabilities. Brief Report 3. ED 348 821  
Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7. ED 348 825  
Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6. ED 348 824  
Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2. ED 348 820  
State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities. ED 348 805  
Status of States' Progress in Implementing Part H of IDEA: Report #4. ED 348 811
- Spencer Foundation, Chicago, Ill.**  
Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities. ED 348 781
- Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.**  
Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised. ED 349 236  
Contrasting Urban Lifestyles in Brazil. A Precollegiate Curriculum Unit: Grades Six-Twelve. ED 349 228  
Demystifying the Chinese Language. Revised. ED 349 229  
Global Warming: A Supplementary Guide to the Hypercard Stack. ED 349 246  
Heelotia: A Cross Cultural Simulation Game. Recommended for Grade 5 to Adult. ED 349 238  
Journey to China: Activities for Elementary Students. ED 349 230  
Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students. ED 349 233  
Mapping Latin America for Grades Six to Ten. Third Edition. ED 349 237  
Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised. ED 349 227  
Scarcity and Survival in El Salvador. Grades Six to Twelve. ED 349 234  
Traditional Chinese Celebrations: Continuity and Change in Taiwan. ED 349 244  
Two Visions of the Conquest. Grades 9-12. ED 349 235

## Institution Index

U.S.-Mexico: Economic Interdependence. A Pre-collegiate Curriculum Unit: Grades Nine through Twelve.

ED 349 231

What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8.

ED 349 247

When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College.

ED 349 245

### State Univ. of New York, Albany.

Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1.

ED 348 902

Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2.

ED 348 903

### State Univ. of New York, Albany, Office of Institutional Research and Planning.

Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92.

ED 349 071

### State Univ. of New York, Buffalo, Regional Economic Assistance Center.

Strategies for Instructional Development. A Resource and Planning Guide.

ED 348 912

### Stockholm Univ. (Sweden). Dept. of Education.

Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4.

ED 348 796

Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability. Report No. 3.

ED 348 795

Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1.

ED 348 777

### Stride Rite Corp., Cambridge, MA.

The Stride Rite Intergenerational Day Care Center: Background.

ED 349 103

### Syracuse Univ., N.Y. School of Information Studies.

Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database.

ED 349 031

### Tennessee State Univ., Nashville. Center of Excellence: Basic Skills.

Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990).

ED 348 709

### TERC Communications, Cambridge, MA.

Electronic Communities of Learners: Fact or Fiction.

ED 348 990

### Texas Early Childhood Intervention Program, Austin.

Setting Your Course in ECI. A Rights Handbook for Families with Children in the Texas Early Childhood Education Program.

ED 348 778

### Texas Education Agency, Austin.

Handbook for Technology Planning in Texas Public Schools.

ED 348 957

Planning the Library Media Center Facility for the 1990s and Beyond.

ED 349 010

TAAS and the Writing Process: A Composition Handbook. Grades 3 through 5.

ED 348 675

### Texas Education Agency, Austin. Dept. of School Support Services.

Snapshot '91: 1990-91 School District Profiles.

ED 349 329

### Texas Education Agency, Austin. Div. of Curriculum Development.

Guidelines for Teaching Calculus.

ED 349 179

Planning a Safe and Effective Science Learning Environment.

ED 349 176

### Texas Education Agency, Austin. Div. of Program Evaluation.

The Effectiveness of Special Education in Developing Life Skills of Students.

ED 348 798

### Texas Interagency Council on Autism and Pervasive Developmental Disorders, Austin.

State Plan for Autism and Pervasive Developmental Disorders.

ED 348 799

### Texas State Dept. of Community Affairs, Austin.

Strategies for School-Age Child Care in Texas.

ED 349 082

### Texas Univ., Austin. Inst. of Latin American Studies.

Algunos Animales de Latino America = Some Animals of Latin America.

ED 349 188

### Tomas Rivera Center, Claremont, CA.

The Education of Teachers. A Bibliography.

ED 349 279

### Twente Univ., Enschede (Netherlands).

Dept. of Education. Motivational Profiles of Adult Learners in Relation to Self-Directed Learning.

ED 348 548

### United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).

ED 348 559

### United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.

Basic Education in Prisons: Interim Report.

ED 348 495

### United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).

ED 349 121

### United Way of Tri-State, New York, NY.

Cause for Alarm: The Condition of Black and Latino Males in New York City.

ED 349 358

### Vermont State Dept. of Libraries, Montpelier.

Planning for Accessibility.

ED 348 995

### Virginia State Council on Vocational Education, Richmond.

Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education.

ED 348 497

### Virginia State Dept. of Education, Richmond.

Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27.

ED 348 760

## Westover Consultants, Inc., Washington,

257

The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23.

ED 348 481

### Virginia State General Assembly, Richmond.

The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23.

ED 348 481

### Virginia State Governor's Office, Richmond.

The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23.

ED 348 481

### Vocational Curriculum Resource Center of Maine, Fairfield.

Cooperative Education: A Guide for Maine Cooperative Education Programs.

ED 348 553

### Vocational Equity Research, Training and Evaluation Center, Hartford, CT.

Females in Vocational Education: Reflections of the Labor Market.

ED 348 547

Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.

ED 348 544

It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools.

ED 348 545

Strategies for Success: Recruiting Students into Nontraditional Programs.

ED 348 546

### Voices for Illinois Children, Chicago.

Success Starts Young: Expanding the Promise of the Illinois Preschool Program.

ED 349 114

### Wake County Public School System, Raleigh, N.C.

Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report.

ED 349 087

### Warren Township Independent School District, Indianapolis, Ind.

Community of Learners.

ED 349 210

Multireligious, Multicultural, and Multiethnic Calendar.

ED 349 212

Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997.

ED 349 214

### Washington Association of Community and Technical Colleges. Presidents Academy.

Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations.

ED 349 063

### Westat, Inc., Rockville, MD.

A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2.

ED 348 599

Sourcebook of Arts Statistics: 1989. 1992 Addendum.

ED 349 240

### Western Regional Center for Drug-Free Schools and Communities, Portland, OR.

Mentoring Programs for Urban Youth: Handle With Care.

ED 349 368

### Westover Consultants, Inc., Washington, DC.

The Design Conference for the National Assessment of Vocational Education. Summary Pro-



ceedings. (Washington, D.C., March 13-15, 1991).

ED 348 576

The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.

ED 348 577

**West Virginia State Dept. of Education, Charleston.**

Technical and Adult Education Review.

ED 348 543

**Wheelock Coll., Boston, MA. Center for Career Development in Early Care and Education.**

Career Development Systems in Early Care and Education: A Planning Approach.

ED 349 113

Career Progression in Early Care and Education: A Discussion Paper.

ED 349 112

**Wichita Public Schools, Kans.**

Wichita High School West: Multicultural Education Plan 1991-92.

ED 349 356

**William Rainey Harper Coll., Palatine,**

**Ill. Office of Planning and Research.**

Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8.

ED 349 045

Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10.

ED 349 042

Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3.

ED 349 044

Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2.

ED 349 043

**William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.**

Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning.

ED 348 554

**Wisconsin Univ., Madison. Dept. of Educational Administration.**

Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.

ED 348 781

**Wisconsin Univ., Madison. Graduate School.**

Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.

ED 348 781

**Women Researchers in Play and Disability International, Stenhamra (Sweden).**

Preschool Children with Disabilities in Sweden.

ED 348 797

**World Bank, Washington, D. C.**

Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.

ED 348 724

Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.

ED 348 720

Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172.

ED 348 761

**World Book Educational Products, Elk**

**Grove Village, IL.**

The Little Things Make a Big Difference: How To Help Your Children Succeed in School.

ED 349 100

**Yale Public Schools, MI.**

A Mastery Learning Experiment.

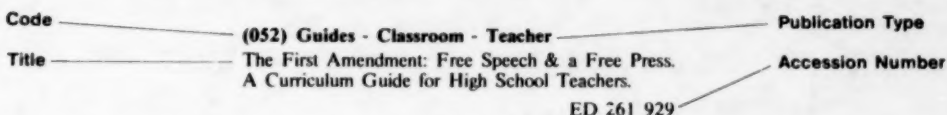
ED 348 668

## Publication Type Index

This index lists documents under the Publication Type that has been assigned to them to characterize their form or organization, as contrasted to their subject matter.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section. The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The Publication Types are displayed in a classified index arrangement, according to the outline below.



### PUBLICATION TYPE CATEGORIES

CODE	CATEGORY	CODE	CATEGORY
010	BOOKS	080	JOURNAL ARTICLES
	COLLECTED WORKS	090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
020	— General	100	AUDIOVISUAL/NON-PRINT MATERIALS
021	— Conference Proceedings	101	— Computer Programs
022	— Serials	102	— Machine-Readable Data Files (MRDF)
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	110	STATISTICAL DATA (Numerical, Quantitative, etc.)
	DISSERTATIONS/THESES	120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
040	— Undetermined		REFERENCE MATERIALS
041	— Doctoral Dissertations	130	— General
042	— Masters Theses	131	— Bibliographies
043	— Practicum Papers	132	— Directories/Catalogs
	GUIDES	133	— Geographic Materials
050	— General	134	— Vocabularies/Classifications/Dictionaries
	— Classroom Use		REPORTS
051	— Instructional Materials (For Learner)	140	— General
052	— Teaching Guides (For Teacher)	141	— Descriptive
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)	142	— Evaluative/Feasibility
		143	— Research/Technical
060	HISTORICAL MATERIALS	150	SPEECHES, CONFERENCE PAPERS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)	160	TESTS, EVALUATION INSTRUMENTS
071	— ERIC Information Analysis Products (IAP's)	170	TRANSLATIONS
072	— Book/Product Reviews	171	— Multilingual/Bilingual Materials

#### (010) Books

- Building Gender Fairness in Schools. ED 348 562  
 Cinderella. The Oryx Multicultural Folktale Series. ED 348 687//  
 Diversity in Teacher Education: New Expectations. ED 349 312//  
 Ethical Education in American Public Schools. Reference & Resource Series. ED 349 256  
 Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor." ED 349 153  
 Multicultural Education for the 21st Century. NEA School Restructuring Series. ED 349 370  
 Outstanding Women Athletes: Who They Are and How They Influenced Sports in America. ED 349 286//  
 Paradoxes of Learning: On Becoming an Individual in Society. ED 348 931//  
 Perspectives on the Community College: Essays. ED 349 041  
 Shamans and Kustakas: North Coast Tales of the Supernatural. ED 349 133  
 Student Athletes: Shattering the Myths & Sharing the Realities. ED 348 583

Teacher Supervision That Works: A Guide for University Supervisors. ED 349 307//

Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports. ED 349 322//

#### (020) Collected Works - General

- Alternative Teacher Certification. Policy Briefs No. 17. ED 349 311  
 Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report. ED 349 064  
 Consumer Education in the United States: A Composite Vision, 1992. ED 348 574  
 Crossroads: Integrated Models for Teaching Ethics and Spirituality. ED 349 243  
 Discoveries & Dialogues: The Making Thinking Visible Casebook. ED 348 670  
 Diversity in Teacher Education: New Expectations. ED 349 312//  
 Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide. ED 349 177  
 Multicultural Education for the 21st Century. NEA School Restructuring Series.

Student Athletes: Shattering the Myths & Sharing the Realities. ED 349 370

Student Self-Esteem: A Vital Element of School Success. Volume 1. ED 348 583

The University of the Future: Problems and Prospects. ED 348 633

Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2. ED 348 905

#### (021) Collected Works - Proceedings

- Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. ED 348 850  
 Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132. ED 348 724  
 Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989). ED 348 518  
 Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance apprise: Un rapport de quatre ateliers sur la formation a distance tenus en fevrier 1991. ED 349 149  
 Building a New Agenda: Economic Pressures,

Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991).

ED 349 019

Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991).

ED 348 979

Challenges of Cultural and Racial Diversity to Counseling: Volume 2. Latin America and the United States. Mexico City Conference Proceedings (June 1990).

ED 348 640

Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).

ED 349 121

Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).

ED 348 559

The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).

ED 348 576

The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.

ED 348 577

From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988).

ED 348 919

Getting Started: How Choice Can Renew Your Public Schools.

ED 348 756

Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.

ED 348 997

Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990).

ED 348 709

Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991).

ED 349 017

Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990).

ED 348 998

Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report.

ED 349 008

Nebraska Information Partnerships, A Report to Nebraskans. Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991).

ED 349 028

A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988).

ED 348 740

A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991).

ED 349 360

Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.

ED 348 525

Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991).

ED 349 021

School Desegregation-The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991).

ED 349 354

Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1.

ED 348 840

Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992). Research Poster Session Abstract. Volume 1.

ED 348 791

What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992).

ED 348 755

## (022) Collected Works - Serials

Americans with Disabilities Act.

ED 348 809

The Baby Boom-Entering Midlife.

ED 349 198

Family Empowerment.

ED 348 793

Females in Vocational Education: Reflections of the Labor Market.

ED 348 547

Homework: How Effective? How Much To Assign? The Need for Clear Policies.

ED 348 754

Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?

ED 348 535

Inclusion.

ED 348 806

[Lawyers and Litigation in the Popular Culture.]

ED 349 191

Literacy Works, Volume 2, Number 1-2, 1991.

ED 348 892

LRE and Juvenile Justice in the 90s.

ED 349 197

The National Teaching & Learning Forum, Volume 1, 1991-92.

ED 348 932

Occasional Papers in Distance Education: Number 12, Charles Sturt University.

ED 348 986

Population: A Lively Introduction.

ED 349 199

Resources in Education (RIE). Volume 28, Number 1.

ED 348 466

Restructuring an Urban High School. Fastback 323.

ED 349 366

The Soviet Breakup and U.S. Foreign Policy.

ED 349 257

Technology: Its Use in Education. A National Perspective. and Online Rights.

ED 348 959

Trustee Quarterly, 1992.

ED 349 054

[Visiting the Amana Colonies.]

ED 349 215

When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers.

ED 348 711

## (030) Creative Works

Shamans and Kuskatlas: North Coast Tales of the Supernatural.

ED 349 133

## (040) Dissertations/Theses - Undetermined

Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.

ED 349 221

The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention.

ED 348 907

A Study To Increase Computer Applications in Social Work Management.

ED 348 972

## (041) Dissertations/Theses - Doctoral Dissertations

## Publication Type Index

An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.

ED 349 033//

## (042) Dissertations/Theses - Masters Theses

Business-Education Partnerships in California: An Overview and Guide with Selected Case Studies.

ED 348 499

Conflict Resolution Strategies: Anger and Aggression in School Age Children.

ED 348 637

Lessons on Ancient China for LEP Adolescents.

ED 348 861

## (043) Dissertations/Theses - Practicum Papers

The Acquisition of Vocabulary from Reading Stories Aloud.

ED 348 661

Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients.

ED 349 047

Assisting High School Seniors Who Have Not Made Post Graduation Plans through the Use of Individual and Group Guidance Exercises.

ED 348 616

The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College.

ED 349 076

Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School.

ED 348 980

Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting.

ED 349 048

Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders.

ED 348 659

Improving Language Arts Skills at the Elementary School Level.

ED 348 683

Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations.

ED 349 309

Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.

ED 348 522

Improving the Writing of Underachieving Ninth Graders through Peer Tutoring.

ED 348 679

Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.

ED 348 680

Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program.

ED 348 660

An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom.

ED 348 865

Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies.

ED 348 655

The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program.

ED 348 663

Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities.

ED 348 643

Word Problems: Comprehending the Problem in Fourth Grade.

ED 348 662

## (050) Guides - General

RIE JAN 1993



Integrating Social Learning Theory with Educating the Deprived.

ED 349 260

Macintosh Step by Step: Footsteps To Follow for Learning To Use the Macintosh Computer.

ED 348 968

Output Measures for Public Library Service to Children. A Manual of Standardized Procedures.

ED 348 991

Planning for Accessibility.

ED 348 995

Student Self-Esteem: A Vital Element of School Success. Volume 1.

ED 348 633

Teacher Supervision That Works: A Guide for University Supervisors.

ED 349 307//

50 Simple Things You Can Do To Save The Earth.

ED 349 166

(051) Guides - Classroom - Learner

Adventures in the Alaska Economy.

ED 349 132//

Helping Adults Learn. Participant Workbook.

ED 348 908

Henry Whittemore Library Workbook. Basic Research Guide and Workbook.

ED 349 016

In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.

ED 349 216

Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide.

ED 349 177

Language Learning Strategies for Peace Corps Volunteers.

ED 348 877

Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.

ED 349 147

Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2.

ED 349 258

Ripples: A Big Sweep Elementary Activity Guide.

ED 349 171

Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum.

ED 348 891

Strategies for Instructional Development. A Resource and Planning Guide.

ED 348 912

[Visiting the Amana Colonies.]

ED 349 215

Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.

ED 349 172

White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1.

ED 349 193

Winning. A Student Notebook and A Teacher's Guide.

ED 348 615

50 Simple Things Kids Can Do To Save the Earth.

ED 349 165

(052) Guides - Classroom - Teacher

Advanced Social Skills. Facilitator's Skill Packets 16-22. Social Skills Training.

ED 348 566

Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom.

ED 348 856

Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.

ED 348 477

Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.

ED 348 479

Algunos Animales de Latino America = Some Animals of Latin America.

ED 349 188

"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a

Second Language.

ED 348 842

The Baby Boom-Entering Midlife.

ED 349 198

Beginning Social Skills. Facilitator's Skill Packets 8-15. Social Skills Training.

ED 348 565

BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.

ED 349 160

Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.

ED 349 357

Bringing Literacy to Life. Issues and Options in Adult ESL Literacy.

ED 348 896

Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.

ED 348 476

Children & Books 1: African American Story Books and Activities for All Children.

ED 348 686//

Cinderella. The Oryx Multicultural Folktales Series.

ED 348 687//

Classroom Activities: Increase the Challenge.

ED 348 853

Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised.

ED 349 236

Contrasting Urban Lifestyles in Brazil. A Precollegiate Curriculum Unit: Grades Six-Twelve.

ED 349 228

Cooperative Education: A Guide for Maine Cooperative Education Programs.

ED 348 553

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.

ED 348 627

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.

ED 348 628

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.

ED 348 629

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Success in Tomorrow's Workplace.

ED 348 630

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.

ED 348 631

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.

ED 348 632

Creative Written Testing.

ED 348 858

Demystifying the Chinese Language. Revised.

ED 349 229

Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.

ED 348 978

Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs.

ED 348 942

Drama Curriculum Guide K-6. North Dakota Arts Curriculum Project.

ED 348 700

Drama Curriculum Guide 7-12. North Dakota Arts Curriculum Project.

ED 348 701

Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.

ED 348 889

Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3.

ED 349 192

Espanol para Hotelaria y Turismo = Spanish for Travel and Tourism.

ED 348 838

Exploratory Problems in Mathematics.

ED 349 169

Faces of Homelessness: A Teacher's Guide.

ED 348 641

Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.

ED 348 475

Food Production, Management, and Services. Baking. Teacher Edition. Second Edition.

ED 348 484

Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition.

ED 348 485

Food Production, Management, and Services. Production. Teacher Edition. Second Edition.

ED 348 486

Free Classroom Resources: Conducting a Successful Search.

ED 348 985

Fundamentals of Welding. Teacher Edition.

ED 348 483

Gas Metal Arc Welding and Flux-Cored Arc Welding. Teacher Edition. Second Edition.

ED 348 487

Global Warming: A Supplementary Guide to the Hypercard Stack.

ED 349 246

Guidelines for Teaching Calculus.

ED 349 179

Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research.

ED 349 185

Heelotia: A Cross Cultural Simulation Game. Recommended for Grade 5 to Adult.

ED 349 238

Helping Adults Learn. Facilitator's Guide.

ED 348 909

Helping Children Cope with Fear and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.

ED 348 625

Hidden Treasures for Science Teaching: United States Patents.

ED 349 162

Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.

ED 348 694//

Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.

ED 348 478

Ideas for Teacher Collaboration. What Happens When Teachers Collaborate?

ED 348 535

Impact of Technology on the Family. Teacher Edition.

ED 348 482

An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom.

ED 348 865

Inter-campus Interactive Telecommunications System: IITS User's Guide.

ED 348 944

Interdisciplinary Approaches to Science Education: A Cognitive Analysis.

ED 349 157

In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book.

ED 349 217

Journey to China: Activities for Elementary Students.

ED 349 230

Junior High Environmental and Outdoor Education: Teacher

ED 349 161

Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide.

ED 349 177

Language Training Reference Manual. Training Manual T0056.

ED 348 880

Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership.

ED 348 494

Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.

- ED 349 147  
The Lessons of the Vietnam War: Unit 13. Teacher's Manual: Strategies and Resources for Teaching the Vietnam War.
- ED 349 239  
Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2.
- ED 349 258  
Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students.
- ED 349 233  
Mapping Latin America for Grades Six to Ten. Third Edition.
- ED 349 237  
Multireligious, Multicultural, and Multiethnic Calendar.
- ED 349 212  
NAGWS Volleyball Rulebook, 1992. Official Rules & Interpretations/Officiating.
- ED 349 288  
North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education.
- ED 348 945  
Northern Nutrition.
- ED 349 130  
On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers.
- ED 348 864  
Personal Skills. Facilitator's Skill Packets 1-7. Social Skills Training.
- ED 348 564  
Planning a Safe and Effective Science Learning Environment.
- ED 349 176  
Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills-What Money Can't Buy.
- ED 348 471  
Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You.
- ED 348 470  
Project Real World: Economic Living Skills for High School Students. Module I, The Canadian Marketplace and You.
- ED 348 469  
Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work.
- ED 348 472  
Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society.
- ED 348 473  
Reap around the State: "Best of Reap" Activities.
- ED 348 651  
Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised.
- ED 349 227  
Ripples: A Big Sweep Elementary Activity Guide.
- ED 349 171  
Scarcity and Survival in El Salvador. Grades Six to Twelve.
- ED 349 234  
Selection and Challenge of Learning Resources.
- ED 348 946  
Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training.
- ED 348 568  
Skills for Dealing with Feelings. Facilitator's Skill Packets 23-29. Social Skills Training.
- ED 348 567  
Skills for Dealing with Stress. Facilitator's Skill Packets 39-50. Social Skills Training.
- ED 348 569  
Social Skills Program Team Manuals.
- ED 348 563  
Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum.
- ED 348 891  
Strategies for Improving Adult Reading Performance.
- ED 348 503  
TAAS and the Writing Process: A Composition Handbook. Grades 3 through 5.
- ED 348 675  
Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction.

- ED 348 502  
Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.
- ED 349 194  
Thinking about Learning from the Perspectives of Bruner and Ausubel.
- ED 348 930  
Today's Student Is Tomorrow's Citizen.
- ED 348 677  
Traditional Chinese Celebrations: Continuity and Change in Taiwan.
- ED 349 244  
Two Visions of the Conquest. Grades 9-12.
- ED 349 235  
Understanding California State Government. A Guide for High School Teachers: Preparing To Be Effective Citizens in California.
- ED 349 209  
Using Analogies To Aid Understanding in Secondary Chemistry Education.
- ED 349 164  
U.S.-Mexico: Economic Interdependence. A Precollegiate Curriculum Unit: Grades Nine through Twelve.
- ED 349 231  
Vocabulary Enrichment: Technology to the Rescue!
- ED 348 646  
Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.
- ED 349 172  
Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12.
- ED 349 141  
Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3.
- ED 349 140  
Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II.
- ED 349 139  
What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8.
- ED 349 247  
When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College.
- ED 349 245  
White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1.
- ED 349 193  
Winning. A Student Notebook and A Teacher's Guide.
- ED 348 615  
Yellowknife, the Capital of the N.W.T.: A Language Development Unit for Social Studies.
- ED 349 255

## (055) Guides - Non-Classroom

- Accepting the Challenge of Facing Your Issues and Empowering Yourself.
- ED 349 278  
Accountability for Vocational Education: A Practitioner's Guide.
- ED 348 570  
The Adult Learner in Higher Education. A Resource and Planning Guide.
- ED 348 911  
The Agelink Project Replication Manual: An Intergenerational School-Age Child-Care Program.
- ED 349 095  
Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.
- ED 349 125  
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook.
- ED 349 266  
The Arizona State University K-6 Drama Theatre Curriculum Guide.
- ED 349 208  
Behavior Challenges: A Shared Approach.
- ED 348 634  
Behavior Management for Young Children.
- ED 349 108  
The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks.
- ED 348 584  
Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide.
- ED 348 910  
Case Management in Maryland's Tomorrow.

- ED 348 534  
Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.
- ED 349 124  
Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.
- ED 349 123  
Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage.
- ED 349 122  
Community of Learners.
- ED 349 210  
Computer Competencies for All Educators in North Carolina Public Schools. Revised.
- ED 348 954  
Cooperative Learning and College Instruction: Effective Use of Student Learning Teams.
- ED 348 920  
Crossroads: Integrated Models for Teaching Ethics and Spirituality.
- ED 349 243  
The DBAE Handbook: An Overview of Discipline-Based Art Education.
- ED 349 253  
Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs.
- ED 348 942  
Estimating the Costs of Providing Early Intervention and Preschool Special Education Services.
- ED 348 783  
Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide.
- ED 348 929  
FLES Program Evaluation: Rationale and Procedural Design.
- ED 348 854  
Getting Started: How Choice Can Renew Your Public Schools.
- ED 348 756  
A Guidebook for Developing Workplace Literacy Programs. A Publication of Indiana's Model Workplace Literacy Training Program.
- ED 348 580  
Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.
- ED 349 220  
Guidelines for the Productive Employment of Older Adults in Child Care.
- ED 349 099  
Handbook for Ethical Policy Making.
- ED 348 810  
A Handbook for Resource Centre Standards and Services.
- ED 348 975  
Handbook for Technology Planning in Texas Public Schools.
- ED 348 957  
Homework: How Effective? How Much To Assign? The Need for Clear Policies.
- ED 348 754  
How To Change to a Nongraded School.
- ED 348 719  
How To Mentor in the Midst of Change.
- ED 348 635  
Human Relations Skills: Activity To Increase Life and Career Successes for Women.
- ED 348 591  
Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.
- ED 349 129  
Integrating Curriculum and Assessment: A Workshop Guide.
- ED 349 317  
Inter-campus Interactive Telecommunications System: IITS User's Guide.
- ED 348 944  
Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.
- ED 349 138  
Internationalizing Career Planning: A New Perspective for College Career Centers.
- ED 348 624  
Inventive Teaching: The Heart of the Small School. A Revised and Expanded Edition of "The Teacher as Inventor."
- ED 349 153  
Kids & Drugs: A Handbook for Parents and Professionals. Second Edition.
- ED 348 613  
[Lawyers and Litigation in the Popular Culture.]
- ED 349 191  
Learning Outcomes in Library Media Skills.

ED 349 005  
Libraries and Literacy: A Program Planning Manual for Missouri Librarians.

ED 349 006  
The Little Things Make a Big Difference: How To Help Your Children Succeed in School.

ED 349 100  
Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records.

ED 349 249  
Major Concepts/Events in United States-Soviet Union Relations: From the Origins to Recognition. Topic #4 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College.

ED 349 232  
Making School Fun for You and Your Students.

ED 349 302  
Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group.

ED 348 816  
Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.

ED 349 126  
National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.

ED 349 340  
NCES Statistical Standards.

ED 349 343  
New Faculty Interview Protocol.

ED 348 901  
NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum.

ED 349 341  
North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education.

ED 348 945  
Northern Nutrition.

ED 349 130  
Oregon Traffic Patrol Manual for Schools, Revised.

ED 348 748  
Partnerships in Literacy: A Guide for Community Organization and Program Development.

ED 348 561  
Peace Corps: Urban Development Programming Guidelines.

ED 349 362  
Planning the Library Media Center Facility for the 1990s and Beyond.

ED 349 010  
The Power Hour of Homework Survey.

ED 349 345  
Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997.

ED 349 214  
Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.

ED 349 127  
Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.

ED 349 128  
A Primer on Cabling Design and Implementation: Considerations for Decision-Makers.

ED 348 970  
Principles To Support Higher Order Learning in the Middle Grades.

ED 348 738  
Rating Instructional Conversations: A Guide. Educational Practice Report: 4.

ED 348 888  
Recruitment Strategies for Women in Nontraditional Careers. Adapted from Fair Recruitment Model and Strategies.

ED 348 592  
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version.

ED 349 353  
Returning to College: A Resource and Planning Guide for CSUH Adult Students.

ED 348 923  
Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.

ED 348 835  
The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children.

ED 348 784  
School Choice: Doing It Right. Answers for Policymakers.

ED 348 742  
The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community.

ED 348 723  
Selection and Challenge of Learning Resources.

ED 348 946  
Serving Students with Special Health Care Needs.

ED 348 815  
Setting Your Course in ECI. A Rights Handbook for Families with Children in the Texas Early Childhood Education Program.

ED 348 778  
Social Studies: Elementary Course of Study.

ED 349 206  
Social Studies: Secondary Course of Study.

ED 349 207  
The Soviet Breakup and U.S. Foreign Policy.

ED 349 257  
Strategies for School-Age Child Care in Texas.

ED 349 082  
Strategies for Success: Recruiting Students into Nontraditional Programs.

ED 348 546  
Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9.

ED 349 254  
Subsidy Programs for Assistive Devices.

ED 348 837  
Surrogate Parents in California Special Education: An Overview.

ED 348 803  
Surrogate Parents in California Special Education: A Resource Notebook.

ED 348 804  
Taking Steps for Children: A Citizen's Guide to Child Policy.

ED 349 107  
Teaching Socialization and Sex Education to Persons with Mental Retardation.

ED 348 787  
Transition Services: Developing and Implementing IEPs for Life after School.

ED 348 812  
Transportation. The Neglected Related Service.

ED 348 782  
Wichita High School West: Multicultural Education Plan 1991-92.

ED 349 356  
Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and Young Women.

ED 349 195  
Woodcock-Johnson Psycho-Educational Battery-Revised: Recommendations and Reports.

ED 349 322//

## (060) Historical Materials

Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition.

ED 348 685  
Outstanding Women Athletes: Who They Are and How They Influenced Sports in America.

ED 349 286//

## (070) Information Analyses - General

Academic Integrity-A Review and Case Study.

ED 349 060  
Achieving Adult Literacy. Fastback 330.

ED 348 516  
Adult Education: The Way to Lifelong Learning. Fastback 334.

ED 348 517  
Adult ESL Literacy: State of the Art 1990.

ED 348 893  
Alternative Teacher Certification. Policy Briefs No. 17.

ED 349 311  
American Education in Fluxion and the Possibility of a Teaching Profession.

ED 349 252  
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant

## Data and Issues.

ED 349 148  
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism.

ED 349 248  
Anthropocentrism, Schools, and Environment.

ED 349 241  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications.

ED 348 906  
Cause for Alarm: The Condition of Black and Latino Males in New York City.

ED 349 358  
Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education.

ED 349 081  
Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports.

ED 348 939  
Computer Training: Pathway from Extinction.

ED 348 955  
Conflict Resolution Strategies: Anger and Aggression in School Age Children.

ED 348 637  
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Review of Literature.

ED 348 626  
The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.

ED 349 242  
Critique of Student Development Literature.

ED 348 597  
Decline of the Sea Turtles: Causes and Prevention.

ED 349 155  
Educational Reform in an Era of Disinformation.

ED 348 710  
The Effectiveness of Special Education in Developing Life Skills of Students.

ED 348 798  
Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students.

ED 348 927  
Electronic Communities of Learners: Fact or Fiction.

ED 348 990  
Electronic Identities: The Strategic Use of Email for Impression Management.

ED 348 699  
Ethical Use of Information Technologies in Education: Important Issues for America's Schools.

ED 348 989  
Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.

ED 348 579  
An Existential Description of Reading Methods and Materials in the Content Areas.

ED 348 666  
Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature.

ED 349 261  
Human Resource Development Planning Based on Accreditation Guidelines.

ED 348 581  
Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College.

ED 349 040  
Increasing Fidelity between Faculty and Field in Teacher Education-Reconceptualized Institutional Settings, Programs and Roles.

ED 349 284  
The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress.

ED 348 808  
Information Uses: Relating Information Needs to Information Uses in Specific Contexts.

ED 348 999  
Integrating Social Learning Theory with Educating the Deprived.

ED 349 260  
Language Minority Parents and the School: Can Home-School Partnerships Increase Student Suc-



- cess? ED 349 349  
Linking Planning and Evaluation: Review and Synthesis of Literature. ED 348 572  
Long-Term Unemployed and the Elderly in Migrant Communities in Europe. ED 349 154  
Measuring Child Care Quality. ED 349 092  
Mentoring Programs for Urban Youth: Handle With Care. ED 349 368  
Metacognitive Strategies for Teaching Reading to Elementary Students. ED 348 650  
Motivation in Education. ED 349 298  
Networking as Community--The Nature of Curriculum: Whole Language. ED 348 649  
The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention. ED 348 907  
Pediatric HIV Infection and Developmental Disabilities. ED 348 789  
The Place of Didactics in Curriculum in Scandinavia. ED 349 259  
Policy and Practice toward the Improvement of Teacher Education: An Analysis of Issues from Recruitment to Continuing Professional Development with Recommendations. ED 349 304  
The Professionalization of Teachers--The State of the Theoretical Art in Germany. ED 349 295  
A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988. ED 349 367  
The Question of Teacher Professionalism. ED 349 291  
Risk and Protective Factors and Achievement of Children At Risk. ED 349 363  
School Change Models and Processes: A Review of Research and Practice. ED 348 758  
The Social Psychology of Immigration: The Greek-American Experience. ED 349 201  
The Stages of the Doctoral Career: Socialization and Its Consequences. ED 348 925  
Student Development as Theory. ED 348 596  
A Study To Increase Computer Applications in Social Work Management. ED 348 972  
Theory-Based Interactive Videodisc for EFL Learning: Design Considerations. ED 348 884  
Thinking about Learning from the Perspectives of Bruner and Ausubel. ED 348 930  
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper. ED 349 143  
Utilizing Technology: A Decision To Enhance Instruction. ED 348 974  
Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1. ED 348 777  
Vocational Training in the Tourist Industry. ED 348 511  
Whatever Happened to the Silent Scientific Revolution?--Research, Theory and Practice in Distance Education. ED 348 947  
What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT. ED 349 305  
What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data.

- What's Happening with Educational Assessment? ED 349 314  
1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation. ED 349 342  
ED 349 333  
(071) Information Analyses - ERIC IAPS  
Family Counseling and Therapy: Major Issues and Topics. ED 348 623  
Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research. ED 349 185  
Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide. ED 348 625  
Internationalizing Career Planning: A New Perspective for College Career Centers. ED 348 624  
Perspectives on the Community College: Essays. ED 349 041

## (080) Journal Articles

- Computer Assisted School Automation (CASA) in Japan. ED 348 977  
Developing English CBI Programs at Doshisha University. ED 348 876  
FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD. ED 349 338  
Latino Families and the Schools. ED 349 134  
The Principal as Orchestral Conductor. ED 348 718

## (090) Legal/Legislative/Regulatory Materials

- Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, Alaska, October 19, 1991). ED 349 131  
America's Families: Conditions, Trends, Hopes and Fears. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session. ED 348 618  
The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report. ED 348 951  
Assessing Reauthorization: The Provisions of the Conference Report on S.1150. ED 348 904  
The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992. ED 348 953  
Emerging Telecommunications Technologies (Part 2). Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce on H.R. 1407, a Bill To Establish Procedures To Improve the Allocation and Assignment to the Electromagnetic Spectrum. House of Representatives, One Hundred Second Congress, First Session. ED 348 965  
Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change. ED 348 984  
GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate of the Congressional Budget Office.] ED 348 536  
Handbook for Technology Planning in Texas Public Schools. ED 348 957  
Health Care Reform: How Do Women, Children, and Teens Fare? Hearing before the Select Committee on Children, Youth, and Families. House

- of Representatives, One Hundred Second Congress, Second Session. ED 348 602  
Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois). ED 348 537  
Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session. ED 348 818  
Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055. ED 348 539  
Job Training Reform Amendments of 1992. Conference Report To Accompany H.R. 3033. House of Representatives, 102d Congress, 2d Session. ED 348 551  
Juvenile Justice and Delinquency Prevention Amendments of 1992. Report To Accompany H.R. 5194. Including Cost Estimate of the Congressional Budget Office. House of Representatives, 102d Congress, 2d Session. ED 348 612  
Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27. ED 348 760  
Multicultural Education. A Policy for the 1990s = L'education multiculturelle. Une politique pour les annees 1990. ED 349 361  
NCES Statistical Standards. ED 349 343  
Outline of Standards for Migration to Integrated Online System. ED 349 009  
Peace Corps: Urban Development Programming Guidelines. ED 349 362  
Planning for Accessibility. ED 348 995  
Strategies for School-Age Child Care in Texas. ED 349 082  
Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991). ED 348 538  
Wichita High School West: Multicultural Education Plan 1991-92. ED 349 356  
(100) Non-Print Media  
Faces of Homelessness: A Teacher's Guide. ED 348 641  
(101) Computer Programs  
Exploratory Problems in Mathematics. ED 349 169  
(110) Numerical/Quantitative Data  
Administrative Compensation Survey, 1990-91. ED 348 897  
Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92. ED 349 071  
Certificated Personnel and Related Information, Fall 1991. ED 349 326  
Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report. ED 349 369  
Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8. ED 349 045  
Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10. ED 349 042  
Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92. ED 349 074  
Gender Equity in Vocational Programs of the

## Publication Type Index

Comprehensive High Schools: A Status Report, 1988-1989.

ED 348 544

Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3.

ED 349 044

Meeting Individual Needs Fosters Retention.

ED 349 070

A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2.

ED 348 599

National Opinion Poll on Library Issues: Fall 1991.

ED 349 030

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System.

ED 349 328

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts.

ED 349 313

Nursing Predictors Study, Phase One.

ED 349 036

Profile of District Transfers to the University of California, California State University, and St. Mary's College.

ED 349 066

A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.

ED 349 367

Pupil Membership and Related Information, Fall 1991.

ED 349 325

Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991.

ED 349 324

Segregation Statistics: English LEAS, 1988-91.

ED 348 826

Snapshot '91: 1990-91 School District Profiles.

ED 349 329

Sourcebook of Arts Statistics: 1989. 1992 Addendum.

ED 349 240

Status of States' Progress in Implementing Part H of IDEA: Report #4.

ED 348 811

Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2.

ED 349 043

Student Success and Instructor Pass Rates.

ED 349 077

Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.

ED 349 049

Support Budget 1991-92.

ED 348 918

## (120) Opinion Papers

Academic Libraries as Dynamic Classrooms.

ED 349 014

An Alternative Rhetoric for Hypertext.

ED 348 940

Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5.

ED 348 823

Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English."

ED 348 673

California Programs and Services for Students with Serious Emotional Disturbances.

ED 348 802

The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report.

ED 348 913

The California Strategic Plan for Special Education: Ours for Tomorrow.

ED 348 801

Career Development Systems in Early Care and Education: A Planning Approach.

ED 349 113

Career Progression in Early Care and Education: A Discussion Paper.

ED 349 112

Central Administrations of Public Multi-Campus

College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1.

ED 348 902

The Changing Atmosphere for Research among Graduate Students.

ED 348 926

Computer Training: Pathway from Extinction.

ED 348 955

A Conceptual Framework for Intercultural/International Communication.

ED 348 887

Connections through Inclusion (Multicultural Writing Community of the Two Year College).

ED 348 691

Consumer Education in the United States: A Composite Vision, 1992.

ED 348 574

Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).

ED 348 559

Creativity in Crisis.

ED 349 150

Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm.

ED 348 862

"Declassicizing" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance.

ED 348 695

Democratizing English as an International Language.

ED 348 692

The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).

ED 348 576

Development and Yearning: Cognitive Aspects of Spiritual Development.

ED 348 586

The Discourse of Pedagogy and the Possibility of Social Change.

ED 349 283

The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture.

ED 348 707

Educational Reform in an Era of Disinformation.

ED 348 710

Education from a Workplace Perspective: Issues of Self-Management.

ED 348 717

Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender.

ED 348 712

Electronic Communities of Learners: Fact or Fiction.

ED 348 990

Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee.

ED 348 914

Ethical Use of Information Technologies in Education: Important Issues for America's Schools.

ED 348 989

Evolving Knowledge Resource Access Systems.

ED 349 000

GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. [Including Cost Estimate of the Congressional Budget Office.]

ED 348 536

The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.

ED 348 542

The Great Balancing Act.

ED 349 002

Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois).

ED 348 537

Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents.

## (120) Opinion Papers

265

Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4.

ED 348 822

Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1.

ED 348 819

Increasing the High School Graduation Rate: National Education Goal 2 and Students with Disabilities. Brief Report 3.

ED 348 821

The INJEP Experience: New Ideas for Technical and Business French Educators.

ED 348 868

Integrating the International/Intercultural Dimension in the Community College.

ED 349 061

Issues on Teacher Certification in Kentucky.

ED 349 109

Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.

ED 348 539

Knowledge Communities and Information Network Policies.

ED 349 003

Knowledge Network Values: Learning at Risk?

ED 349 004

Language and Literacy: Implications for Enhancing Reading Instruction.

ED 348 653

Latino Families and the Schools.

ED 349 134

Laying a Foundation for Russian for Business and Economics.

ED 348 885

Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education.

ED 349 174

Looking Back at Myself: A Soliloquy about Caring and Controlling.

ED 348 763

Lorna Dee Cervantes: A Writer in the Margins.

ED 348 678

Making Choices: Determining the Need To Be Out.

ED 348 682

Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group.

ED 348 816

Meeting Individual Needs Fosters Retention.

ED 349 070

A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2.

ED 349 167

On the Language Effort and Work in Alaskan Athabaskan Languages.

ED 349 135

Outline of Standards for Migration to Integrated Online System.

ED 349 009

Paradoxes of Learning: On Becoming an Individual in Society.

ED 348 931//

Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy.

ED 349 115

Pediatric HIV Infection and Developmental Disabilities.

ED 348 789

A Perspective on the Continuing Struggle for Equity.

ED 349 359

Policies and Practices To Meet the Needs of Older, Part-Time Students.

ED 348 915

The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.

ED 348 938

Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's.

ED 349 289

Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image.

ED 349 011

The Principal as Orchestral Conductor.

- Problem Solving and Critical Thinking for Computer Science Educators. ED 348 718
- The Professionalization of Teachers—The State of the Theoretical Art in Germany. ED 348 971
- Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7. ED 349 295
- Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6. ED 348 825
- Real Time Literacy. ED 348 824
- Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11. ED 348 652
- Reconsidering Vocational Technical Education for Black and Latino Youth. ED 348 728
- Reflections of Columbia 1968: Preparation for a Profession. ED 348 490
- Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992). ED 349 012
- Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives. ED 349 094
- School Choice: Doing It Right. Answers for Policymakers. ED 348 669
- Serving Students with Special Health Care Needs. ED 348 742
- Society and the Highest Stages of Moral Development. ED 348 815
- Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2. ED 348 600
- State and Children: Relating Policy, Practice, and Finance at the State Level. ED 348 820
- State Plan for Autism and Pervasive Developmental Disorders. ED 348 714
- Student Development as Professional Practice. ED 348 799
- Support Budget 1991-92. ED 348 598
- Teachers' Communication Skills: The Key to Successful Parent Involvement. ED 348 918
- Teaching Culture through Advertising. ED 348 706
- Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991). ED 348 870
- Technology: Its Use in Education. A National Perspective. and Online Rights. ED 348 959
- Today's Student Is Tomorrow's Citizen. ED 348 677
- To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training. ED 348 674
- Towards an Alternative Model of Second Language Learning. ED 348 844
- Towards an Ecology of Mind. ED 349 084
- Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34. ED 349 142
- Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper. ED 349 143

- Whatever Happened to the Silent Scientific Revolution?—Research, Theory and Practice in Distance Education. ED 348 947
- What's Happening with Educational Assessment? ED 349 342
- When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers. ED 348 711
- Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2. ED 348 903

**(130) Reference Materials**

- Language Training Reference Manual. Training Manual T0056. ED 348 880
- Outstanding Women Athletes: Who They Are and How They Influenced Sports in America. ED 349 286//
- Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure. ED 348 800

**(131) Reference Materials - Bibliographies**

- Adaptation Scolaire: Bibliographie annotée (Scholastic Adaptation: Annotated Bibliography). ED 348 776
- African and African American Audio Visual Materials: A Selected List for Public Libraries. ED 348 950
- An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce. ED 349 119
- Assessing Special Populations in Vocational Programs. Annotated Resource List. ED 348 528
- Assistive Technology: A Selective Bibliography. Reference Bibliography No. 92-1. ED 349 015
- Biology for Schools. Selected Teaching Aids. ED 349 178
- Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III. ED 349 111
- The Education of Teachers. A Bibliography. ED 349 279
- Integration of Academic and Vocational Education. Annotated Resource List. ED 348 529
- Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership. ED 348 494
- Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes. ED 349 069
- [Professions in Special Education: Suggested Readings]. ED 348 807
- The Research and Evaluation Agenda for the Austin Independent School District, 1991-92. ED 349 339
- Research in Dance IV: 1900-1990. ED 349 287
- Resources in Education (RIE). Volume 28, Number 1. ED 348 466
- Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2. ED 348 493
- Tech Prep. Annotated Resource List. ED 348 530
- White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1. ED 349 193
- Women and Vocational Training: Bibliographie = Femmes et formation professionnelle: Bibliographie. ED 348 523
- 1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation. ED 349 333

**(132) Reference Materials - Directories/Catalogs**

- Beacon College Project Directory. ED 349 075
- Bilingual Education: A Resource Guide for Educators and Administrators. ED 348 863
- Colorado Distance Learning Resources: Instructional and Staff Development Programming Available to Colorado School Districts. 1992-93 School Year. ED 348 941
- Distance Education Resource Directory for Northwest Schools. ED 348 937
- Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper. ED 348 828
- Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide. ED 348 929
- Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership. ED 348 494
- The McKinney Act: A Program Guide. ED 349 346
- Microcomputers in School and Public Libraries: A Directory. ED 349 022
- Parent Resource Directory. Fourth Edition. ED 348 814
- Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals. ED 348 775
- Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406. ED 349 035
- (140) Reports - General**
- Assessing Reauthorization: The Provisions of the Conference Report on S.1150. ED 348 904
- A Consolidation Success Story. ED 349 136
- Cultural Disintegration Perpetuated through Substance Abuse among American Indians. ED 348 590
- Developing Effective Drug Education Programs. Fastback 332. ED 348 620
- Drug Abuse and Drug Abuse Research. The Third Triennial Report to Congress from the Secretary, Department of Health and Human Services. ED 348 604
- How To Start a Student Mentor Program. Fastback 333. ED 348 621
- Interdisciplinary Approaches to Science Education: A Cognitive Analysis. ED 349 157
- Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3. ED 348 608
- Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent. ED 349 265
- Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model. ED 348 619
- Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report. ED 348 622
- The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23. ED 348 481
- Student Development as Philosophy. ED 348 595
- What Is the Impact of Heterogeneous Grouping versus Homogeneous Grouping on Secondary School Student Performance? Technical Report Submitted to the Morgan School, Clinton, CT. RIE JAN 1993



- ED 349 305  
**(141) Reports - Descriptive**  
 Academic Credit at Marymount Manhattan College for Student Volunteers.  
 ED 348 898  
 Academic Libraries as Dynamic Classrooms.  
 ED 349 014  
 Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.  
 ED 348 724  
 Adult ESL Literacy: State of the Art 1990.  
 ED 348 893  
 Advising in the Classroom: Teaching a Career Development Course.  
 ED 348 585  
 The Agelink Project Replication Manual: An Inter-generational School-Age Child-Care Program.  
 ED 349 095  
 The A.I.D.A. Plan and the Writing of Sales Letters.  
 ED 348 886  
 An Alternative Rhetoric for Hypertext.  
 ED 348 940  
 Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.  
 ED 349 125  
 The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report.  
 ED 348 951  
 The Arizona State University K-6 Drama Theatre Curriculum Guide.  
 ED 349 208  
 Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991.  
 ED 348 813  
 Assault on Liberty: The Record of the Reagan-Bush Courts.  
 ED 349 250  
 Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.  
 ED 348 829  
 At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.  
 ED 349 102  
 Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy.  
 ED 348 894  
 Beacon College Project Directory.  
 ED 349 075  
 Beginning the Computer Community: Establishing a Computer Writing Classroom.  
 ED 348 690  
 Bringing Black History Home: Oral Sketches of the Black Experience from Africa to Montgomery to Bedford-Stuyvesant.  
 ED 349 357  
 Building Community from Diversity: Connecting Students to Their Learning Environments. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.  
 ED 349 064  
 Building Consensus: Articulating a Knowledge Base for Teacher Education.  
 ED 349 275  
 Business Education in the Secondary School: A CTC Response. Number 4.  
 ED 348 558  
 California Programs and Services for Students with Serious Emotional Disturbances.  
 ED 348 802  
 The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report.  
 ED 348 913  
 Cause for Alarm: The Condition of Black and Latino Males in New York City.  
 ED 349 358  
 The C&G Technological Baccalaureate.  
 ED 348 556  
 Changing Kindergartens: Four Success Stories.  
 ED 349 083  
 Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.  
 ED 349 124

- Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.  
 ED 349 123  
 Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage.  
 ED 349 122  
 A Collaborative Venture in Preservice Education: Participant Practices and Learnings.  
 ED 349 269  
 The Commonwealth of Learning: A Compendium of Activities.  
 ED 348 933  
 The Commonwealth of Learning: A Year of Consolidation. Annual Report 1990.  
 ED 348 934  
 Competitive Skills Project. Final Report.  
 ED 348 489  
 Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.  
 ED 348 830  
 The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.  
 ED 349 242  
 Decline of the Sea Turtles: Causes and Prevention.  
 ED 349 155  
 "Dem Wod Mo Saf": Materials for Reading Creole English.  
 ED 348 658  
 Desktop Video: Multi-Media on the NeXT Computer.  
 ED 348 964  
 Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College.  
 ED 349 068  
 The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices.  
 ED 349 110  
 Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University.  
 ED 349 264  
 Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report.  
 ED 348 852  
 Discoveries & Dialogues: The Making Thinking Visible Casebook.  
 ED 348 670  
 Distance Education Resource Directory for Northwest Schools.  
 ED 348 937  
 The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.  
 ED 348 506  
 Educating the Faculty and Staff to Computer Use: A Working Model.  
 ED 348 943  
 Education and Labour Market in the OECD-CERI Educational Indicators Project.  
 ED 348 731  
 Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.  
 ED 349 137  
 Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students.  
 ED 348 927  
 Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.  
 ED 348 889  
 Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.  
 ED 348 828  
 Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee.  
 ED 348 914  
 Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3.  
 ED 349 192  
 Ethnographic Case Study of a Hispanic ESL Student.

- ED 349 355  
 An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software.  
 ED 349 055  
 Exemplary Programs Serving Special Populations. Volume 1.  
 ED 348 571  
 Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community.  
 ED 348 928  
 FORCE Containing Vocational Training in Europe. Vademecum.  
 ED 348 468  
 Getting Your Child Ready for School...and the School Ready for Your Child.  
 ED 348 727  
 Great Lakes Environmental Education. Special Report.  
 ED 349 156//  
 How To Change to a Nongraded School.  
 ED 348 719  
 Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference.  
 ED 349 062  
 Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study.  
 ED 348 832  
 The Individual is the Community: The Community is the World: Native Elders Talk about What Young People Need To Know.  
 ED 349 151  
 "Information, Information Everywhere and Not..."  
 ED 349 026  
 Innovation and the Process of Change: A Case Study in Distance Education.  
 ED 348 967  
 Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report.  
 ED 349 144  
 Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.  
 ED 349 129  
 Integrating the International/Intercultural Dimension in the Community College.  
 ED 349 061  
 Integration and Experience in the Secondary Curriculum.  
 ED 349 152  
 Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986).  
 ED 348 922  
 The "International Language/Business" Major at a Small Private University: Successes and Naging Concerns.  
 ED 348 873  
 Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.  
 ED 349 221  
 Keyboard Proficiency: An Essential Skill in a Technological Age. Number 2.  
 ED 348 557  
 Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom.  
 ED 348 642  
 Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records.  
 ED 349 249  
 Managing the One Person Library in Rural Northeastern Arizona.  
 ED 348 993  
 The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional Development.  
 ED 348 721  
 The McKinney Act: A Program Guide.  
 ED 349 346  
 Meaning-Making through Writing and Art Collaboration.

ED 349 057  
Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence.

ED 348 882  
Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.

ED 349 126  
Mentoring Programs for Urban Youth: Handle With Care.

ED 349 368  
Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services.

ED 349 347  
Models of Equitable Collaboration Between University Researchers and School Teachers.

ED 349 293  
Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of Education and a Call for Action from the Middle Level Advisory Committee.

ED 348 726  
The Muse as Educator.

ED 349 226  
NEEDS (The National Engineering Education Delivery System): If We Build It (According to Standards) They Will Come!

ED 349 020  
Networking as Community—The Nature of Curriculum: Whole Language.

ED 348 649  
The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.

ED 349 276  
New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91.

ED 348 794  
New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System.

ED 349 328  
Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.

ED 349 213  
On the Language Effort and Work in Alaskan Athabaskan Languages.

ED 349 135  
Partners in Learning: The Division of Education and Elementary School Connection.

ED 349 272  
Payment for Assistive Devices by the Veterans Administration.

ED 348 834  
Performance-Based Education Project: A Component of the Institutional Outcomes Model. Course Prototype. U.S. History 121 (HIS121).

ED 349 211  
Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction.

ED 349 294  
Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report.

ED 349 303  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component.

ED 349 181  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component.

ED 349 182  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview.

ED 349 180  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component.

ED 349 183  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component.

ED 349 184  
Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.

ED 349 127  
Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.

ED 349 128  
Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2.

ED 349 059  
Preschool Children with Disabilities in Sweden.

ED 348 797  
Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach.

ED 349 270  
A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.

ED 349 367  
Project Daylight.

ED 348 899  
Project GROW. Final Project Report, January 1989 to June 30, 1989.

ED 348 467  
Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls.

ED 349 308  
Quality in Education.

ED 349 046  
Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11.

ED 348 728  
The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus.

ED 348 607  
The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.

ED 349 339  
Restructuring an Urban High School. Fastback 323.

ED 349 366  
Restructuring Schools: New Tensions and Dilemmas for Teachers.

ED 349 300  
Returning to College: A Resource and Planning Guide for CSUH Adult Students.

ED 348 923  
Right in the Middle.

ED 348 725  
The Role of Media Technology within the Proposed Open University of Tanzania.

ED 348 958  
Scholars in the Schools: Implementation Handbook.

ED 349 200  
The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community.

ED 348 723  
The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program.

ED 349 262  
Service Excellence: An AV Training Program for Student-Assistant Staff.

ED 348 948  
Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology.

ED 348 992  
Snapshot '91: 1990-91 School District Profiles.

ED 349 329  
The Social Psychology of Immigration: The Greek-American Experience.

ED 349 201  
Sourcebook of Arts Statistics: 1989. 1992 Addendum.

ED 349 240  
State Plan for Autism and Pervasive Developmental Disorders.

ED 348 799  
Strands of Opportunity, Webs of Hope: Weaving a Seamless Education System for Workplace Needs. 1991 Annual Report.

ED 348 498  
The Stride Rite Intergenerational Day Care Center: Background.

ED 349 103  
Subsidy Programs for Assistive Devices.

ED 348 837  
Success Starts Young: Expanding the Promise of the Illinois Preschool Program.

ED 349 114  
A Summons for Teacher Educators! Get off the Campus and into the Community!

ED 349 263  
Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.

ED 348 949  
The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem.

ED 348 688  
Teacher Education Faculty and Computer Competency.

ED 349 290  
Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama.

ED 348 867  
Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.

ED 349 194  
Teaching Models and Language Materials in Spanish for the Education of Health Care Providers.

ED 348 881  
Teaching Socialization and Sex Education to Persons with Mental Retardation.

ED 348 787  
Technical and Adult Education Review.

ED 348 543  
Technology Transfer and the Job Skills Education Program: Preliminary Results.

ED 348 960  
Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut.

ED 348 973  
Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions.

ED 349 306  
Ten Lessons about Regulation and Schooling. Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs.

ED 348 729  
Theory-Based Interactive Videodisc for EFL Learning: Design Considerations.

ED 348 884  
Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor.

ED 348 996  
An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills.

ED 348 855  
Un corpus de français parlé. Montreal 84: Historique, méthodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1.

ED 348 875  
Using Instructional Technology with Homebound Students.

ED 348 792  
Utilizing Technology: A Decision To Enhance Instruction.

ED 348 974  
Vocational Education Special Projects. California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406.

ED 349 035  
Where Are the Fathers in Family Literacy? Final Report. Project #98-1032.

ED 348 474  
Whole Language Approaches in Adult Literacy.

ED 348 890  
Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and Young Women.

ED 349 195  
Workplace Literacy. Project SIDE. Procedural Report.

ED 348 550

#### (142) Reports - Evaluative

Academic Credit at Marymount Manhattan College for Student Volunteers.

ED 348 898  
Achievement and Enrollment Evaluation of the

Central Computers Unlimited Magnet High School 1990-1991. ED 348 961

Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991. ED 348 962

Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991. ED 349 223

Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991. ED 349 251

Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991. ED 349 173

Adult Literacy: An Evaluation of a Successful Program. ED 348 515

Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom. ED 348 856

"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language. ED 348 842

Assessing Inefficiencies in Illinois School Districts. ED 348 764

At Risk—Language Minority Preschool Children. ED 348 866

At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools. ED 349 365

Audit Report of Borough of Manhattan Community College. Report 91-T-4. ED 349 037

Audit Report of Erie Community College. Report 92-S-46. ED 349 038

Audit Report of Rockland Community College. Report 89-T-7. ED 349 034

California Programs and Services for Students with Serious Emotional Disturbances. ED 348 802

The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation. ED 348 966

Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990. ED 348 735

The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations. ED 349 098

Creative Written Testing. ED 348 858

Developing a Strategic Plan for Library Space Needs through 2010. ED 349 024

Development and Validation of the Listener Preference Profile. ED 348 703

DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate. ED 348 541

Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness. ED 348 733

Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report. ED 349 087

Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change. ED 349 137

Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships,

1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program. ED 348 916

Electronic Communities of Learners: Fact or Fiction. ED 348 990

Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development. ED 348 667

Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women. ED 348 507

Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance. ED 349 271

An Evaluation of a College Orientation Course. ED 349 056

Evaluation of Chapter 1 in Arkansas, 1989-90. ED 348 741

Evaluation of Heartwood Program. ED 348 644

An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software. ED 349 055

An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program. ED 348 749

An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change. ED 349 352

Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities. ED 348 781

The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation. ED 349 089

The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation. ED 349 086

Feasibility of an International Standard on Library Performance Measures. ED 349 023

FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD. ED 349 338

Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change. ED 348 984

Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony. ED 349 316

Grading and Professionalism in ELT. ED 348 841

How To Untrack Your School. ED 348 752

The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment. ED 349 189

IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond. ED 349 334

Implementing School-Based Management in Urban Settings. ED 349 344

Improvement Efforts for Low-Performing Schools. ED 348 757

The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress. ED 348 808

Indiana 2000: Indiana Progress Report, National Education Goals. ED 348 736

Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report. ED 349 144

Integration and Experience in the Secondary Curriculum. ED 349 152

Introducing Chinese into High Schools: The Dodge Initiative. ED 348 871

Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172. ED 348 761

Is What We Have, What We Want? A Critical Review of Selected Basic Course Textbooks. ED 348 704

The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives. ED 348 552

Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters. ED 348 540

Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success? ED 349 349

The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration. ED 349 348

Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA). ED 348 969

Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report. ED 349 163

Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals. ED 348 722

Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231. ED 349 273

National Education Goals: Can We Afford Them? ED 348 734

Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining. ED 348 751

New American Schools and the New World Order. ED 348 715

A New Strategic Direction for the AAHSLS Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I. ED 348 994

New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91. ED 348 794

Non-Intrusive Grammar in Writing. ED 348 684

The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation. ED 349 224

The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation. ED 349 222

Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986. ED 348 921

Planning/Evaluation Report for 1990-91: New Horizons Program. ED 349 090

Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada. ED 348 857

Principles To Support Higher Order Learning in the Middle Grades. ED 348 738

Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.



- ED 349 332  
Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report.
- ED 348 549  
A Semantic Frame Work Reconstructed from Comparative Linguistics.
- ED 348 839  
Special Education Learning Materials Centers (SELMC).
- ED 348 780  
State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids.
- ED 348 836  
State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities.
- ED 348 805  
Status of States' Progress in Implementing Part H of IDEA: Report #4.
- ED 348 811  
Student Mobility Rate: A Moving Target.
- ED 349 335  
A Study of Public School Medical Assistance Pilot Program: Article 82.
- ED 348 817  
Success Starts Young: Expanding the Promise of the Illinois Preschool Program.
- ED 349 114  
Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach.
- ED 348 860  
Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability, Report No. 3.
- ED 348 795  
Testing the Language Proficiency of Bilingual Teachers.
- ED 348 872  
Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition.
- ED 348 879  
Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad.
- ED 348 874  
Towards an Alternative Model of Second Language Learning.
- ED 348 844  
Transitions to High School: Instruction and Achievement: Findings from the NELs:88 First Follow-Up (1990) Student Survey.
- ED 349 327  
The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.
- ED 349 225  
1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation.
- ED 349 333

**(143) Reports - Research**

- Academic Integrity—A Review and Case Study.  
ED 349 060
- Accessing the Senior Citizen Student.  
ED 349 067
- Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child.  
ED 348 846
- The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions.  
ED 348 514
- Administrative Compensation Survey, 1990-91.  
ED 348 897
- Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report.  
ED 348 895
- Alberta Literacy Inventory Report.  
ED 348 520
- Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.  
ED 349 321
- American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues.  
ED 349 148
- American Managers' Use of Their Foreign Em-

ployer's Language.

- America's Smallest School: The Family. Policy Information Report.  
ED 348 883
- An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.  
ED 349 320
- Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.  
ED 349 336
- Assessing the Needs of Teacher Leaders in Massachusetts.  
ED 348 770
- Assessing the Outcomes of Developmental Courses at Johnson County Community College.  
ED 349 052
- Assessing the Productivity of Vocational/Technical Graduates.  
ED 348 480
- Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs.  
ED 348 488
- At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.  
ED 349 102
- Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs.  
ED 349 280
- The Baby Boom—Entering Midlife.  
ED 349 198
- Basic Education in Prisons: Interim Report.  
ED 348 495
- Basic Education Needs of Adults Who Are Hearing Impaired.  
ED 348 500
- Basic Education Needs of Visually Impaired Adults.  
ED 348 501
- BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.  
ED 349 160
- Bilingual Teachers' Voices.  
ED 348 878
- Biology Diagrams: Tools To Think With.  
ED 349 158
- The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico.  
ED 348 698
- Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6.  
ED 348 952
- Career Magnets: Interviews with Students and Staff.  
ED 348 531
- A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners.  
ED 349 117
- Characteristics of At-Risk Students in NELs:88. National Education Longitudinal Study of 1988. Contractor Report.  
ED 349 369
- Children and Health Insurance. Special Report.  
ED 349 097
- Children's Birth Order as a Mediator in Responses by Mothers and Siblings.  
ED 349 078
- Client Use of Impression Management in Counseling.  
ED 348 588
- College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors.  
ED 348 636
- Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities.  
ED 349 145
- Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas—Pan American.  
ED 348 708
- Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations.  
ED 349 063

**Publication Type Index**

- The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.  
ED 348 987
- Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.  
ED 348 716
- A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality.  
ED 348 732
- Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.  
ED 348 976
- The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers.  
ED 348 963
- Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports.  
ED 348 939
- Computers and Conceptual Change.  
ED 348 935
- The Concept of Fractional Number among Hearing-Impaired Students.  
ED 348 790
- The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model.  
ED 349 315
- Conversation as Listening Material: The Prosodic Bases of Difficulty.  
ED 348 848
- Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education.  
ED 348 497
- Counseling Psychologists' Attitudes and Knowledge about Alcoholism.  
ED 348 589
- Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.  
ED 348 524
- Creating a Literate Environment for Learning Social Studies Content.  
ED 348 645
- Critique of Student Development Literature.  
ED 348 597
- CSU Faculty Workload Study. Final Report.  
ED 348 917
- Cultural Anxiety of Chinese and U.S. Students.  
ED 348 924
- A Decision-Making Analysis of Fund Raising Options in a Public Community College.  
ED 349 065
- Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members.  
ED 349 190
- A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania.  
ED 349 039
- Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study.  
ED 348 831
- Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading.  
ED 348 696
- Determining Faculty Attitudes toward Incentives and Rewards.  
ED 349 058
- Developing Workplace Literacy Programs.  
ED 348 578
- Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.  
ED 348 981
- Differences in Social Support between Rural and Urban Communities.  
ED 348 587
- Distance Learning: A Study of Computer Modern Students.  
ED 348 982
- Do Children Believe in Their Own Believability?  
ED 348 982

## Publication Type Index

- ED 349 079  
"Do You Hear What I Hear?": Deception Detection by the Blind.
- ED 348 785  
Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.
- ED 348 560  
Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.
- ED 348 720  
The Effectiveness of Special Education in Developing Life Skills of Students.
- ED 348 798  
The Effect of Different Attendance Policies on Student Attendance and Achievement.
- ED 348 762  
The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting.
- ED 349 118  
The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping.
- ED 349 350  
Electronic Identities: The Strategic Use of Email for Impression Management.
- ED 348 699  
Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5.
- ED 349 337  
An Empirical Validation of a Management Construct for District Level Supervisors.
- ED 348 745  
Enhancing Self-esteem of At-risk High School Students.
- ED 348 593  
Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning.
- ED 348 554  
Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska.
- ED 348 555  
ERIC User Survey. Report.
- ED 349 032  
Evaluating the Impact of Workplace Literacy Programs. Results and Instruments from the NCAL Workplace Literacy Impact Project.
- ED 348 579  
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.
- ED 348 956  
Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.
- ED 348 781  
Familial Risk and Protective Factors Influencing Adolescent Mental Health.
- ED 349 105  
Family Functions and Children's Post-Divorce Adjustment.
- ED 348 611  
Feedback as a "Zone of Proximal Development."
- ED 349 159  
Field Independence and Programming Achievement: A Meta-Analysis.
- ED 348 983  
Finding New Meanings: The Development of Text Reinterpretation Skill.
- ED 348 648  
Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8.
- ED 349 045  
Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10.
- ED 349 042  
Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92.
- ED 349 074  
The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality?
- ED 349 053  
Free Classroom Resources: Conducting a Successful Search.
- ED 348 985  
Gender Differences in the Readiness to Accept Career Compromise.
- ED 348 609

- Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.
- ED 348 544  
Grade Inflation and Student Ratings: A Closer Look.
- ED 349 318  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform.
- ED 348 750  
How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study.
- ED 348 532  
Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database.
- ED 349 031  
Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices.
- ED 348 774  
Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College.
- ED 349 040  
Improving and Extending Rural Library Services in Idaho.
- ED 349 001  
Increasing the Effectiveness of In-Home Behavior Intervention.
- ED 348 788  
Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations.
- ED 349 292  
The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science.
- ED 349 331  
In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training.
- ED 348 702  
Institutional Atmosphere, Individual Development, and the Higher Moral Stages.
- ED 348 617  
Instruction in Teacher Education: A Descriptive Study of Cooperative Learning.
- ED 349 297  
Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers.
- ED 348 746  
Integration of Vocational and Academic Education: Theory and Practice.
- ED 348 491  
International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America.
- ED 349 080  
Interpretations and Explanations in Discourse: Modes of Advising in Family Planning.
- ED 348 845  
Intifada: Voices of the People in the Arab-Israeli Conflict.
- ED 349 187  
Investigating in the Social Subjects. SCORE Project Report No. 34.
- ED 349 218  
It's Our Shop, Too! A Study of Students in Non-traditional Occupations in Connecticut's Vocational-Technical Schools.
- ED 348 545  
Juvenile Delinquency: A Study of Massachusetts Juvenile Probationers.
- ED 348 594  
Language Production-Language Contact: The Significance of Learners' Speech.
- ED 348 843  
Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program.
- ED 348 773  
Leadership for School Quality-Personal Challenge, the Missing Factor.
- ED 348 772  
Leadership from the Classroom: Women Teachers as a Key to School Reform.
- ED 348 771  
Leadership May Provide the Means of Moving

## (143) Reports - Research

271

- Up in Adult Moral Developmental Stages.
- ED 348 614  
Librarian Humor in Classroom and Reference.
- ED 349 018  
Library Services and the Online Campus Gateway. Final Report.
- ED 349 027  
Library Support for Graduate Education Research and Teaching.
- ED 349 007  
Life Histories and the Transition to Teaching as a Second Career.
- ED 349 285  
Linking Investment in Education to Economic Growth.
- ED 348 730  
Linking School Level Innovations with an Urban School District's Central Office.
- ED 349 351  
Links among Segmenting, Spelling, and Reading Words in First and Second Grades.
- ED 348 647  
Listening Processes and Authentic Texts.
- ED 348 851  
Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study.
- ED 348 833  
The Literacy Assessment of Second-Language Learners.
- ED 348 665  
Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58.
- ED 348 664  
Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3.
- ED 349 044  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change.
- ED 349 096  
The Manifestation of Classroom Experience in the Problem Solving of Teachers.
- ED 349 299  
A Mastery Learning Experiment.
- ED 348 668  
Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures.
- ED 349 101  
Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers.
- ED 349 175  
Medicaid and Childhood Immunizations: A National Study.
- ED 349 093  
Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition.
- ED 348 685  
Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students.
- ED 348 681  
Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment.
- ED 349 323  
Mexican-American and Anglo-American Parental Involvement with a Public Elementary School.
- ED 349 146  
Motivational Profiles of Adult Learners in Relation to Self-Directed Learning.
- ED 348 548  
Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.
- ED 349 088  
Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools.
- ED 349 202  
The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust.
- ED 349 268  
A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2.
- ED 348 599  
National Opinion Poll on Library Issues: Fail

1991. ED 349 030  
The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase I: August 1990-August 1991. Final Report: September 1991.
- ED 348 988  
Nursing Predictors Study, Phase One.
- ED 349 036  
Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy.
- ED 348 508  
Occupational Profiles in the European Steel Industry.
- ED 348 504  
Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.
- ED 348 505  
Once upon a Time-Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies.
- ED 348 655  
On the Road to a New School.
- ED 349 186  
The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report.
- ED 349 170  
Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers.
- ED 349 274  
Output Measures for Public Library Service to Children. A Manual of Standardized Procedures.
- ED 348 991  
Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women.
- ED 348 639  
A Partnership Approach to Industrial Technology Education.
- ED 348 573  
Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning.
- ED 349 281  
Perceptions of Johnson County Community College by Residents of Johnson County. [Revised.]
- ED 349 051  
Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research.
- ED 348 492  
Personal Responsibility versus God's Will: Religious and Non-religious Attributions for the Death of a Friend.
- ED 348 582  
Population: A Lively Introduction.
- ED 349 199  
Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1.
- ED 348 656  
Portfolio Assessment: Implementation and Use at an Elementary Level.
- ED 349 330  
Practices of Effective CEOs: A Preliminary Discussion.
- ED 348 713  
Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks.
- ED 348 603  
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component.
- ED 349 184  
Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program.
- ED 348 533  
Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image.
- ED 349 011  
Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School.
- ED 348 744  
Problems from Alcohol Use in Two Hispanic Youth Populations.
- ED 349 282  
Problem Solving and Critical Thinking for Computer Science Educators.
- ED 348 971  
The Professional Artist's Thinking Style: An In-Depth Study.
- ED 349 219  
Profile of District Transfers to the University of California, California State University, and St. Mary's College.
- ED 349 066  
QUANTA: An Interdisciplinary Learning Community (Four Studies).
- ED 349 073  
Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results.
- ED 349 319  
Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.
- ED 348 512  
Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.
- ED 349 301  
The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students.
- ED 348 513  
The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft.
- ED 348 769  
Relationships between a Prekindergarten Intervention Program and School Success.
- ED 349 104  
Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15.
- ED 349 050  
Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond.
- ED 349 013  
Restructuring Schools: New Tensions and Dilemmas for Teachers.
- ED 349 300  
Retirement and Retiree Health Benefits Provisions Survey, 1990-91.
- ED 348 739  
The Role of Media Technology within the Proposed Open University of Tanzania.
- ED 348 958  
SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report.
- ED 348 521  
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students.
- ED 349 364  
School Psychologists' Use of Time: Interventions and Effectiveness.
- ED 348 605  
School Size Effects on Educational Attainment and Ability.
- ED 348 743  
Segregation Statistics: English LEAS, 1988-91.
- ED 348 826  
Special Education and the Michigan Educational Assessment Program (MEAP).
- ED 348 779  
Special Education Learning Materials Centers (SELMC).
- ED 348 780  
Special Education Teacher Certification Trends: A National Survey.
- ED 348 786  
Stability of Teachers' Classroom Instruction across Classes and Time of Observation.
- ED 349 310  
The Status of the Business and Professional Communication Course.
- ED 348 705  
Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4.
- ED 348 796  
Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX,
- No. 2.
- ED 349 043  
A Student Outcomes Model for Community Colleges-Measuring Institutional Effectiveness.
- ED 349 072  
Student Success and Instructor Pass Rates.
- ED 349 077  
A Study of Will and Going To in Plans and Predictions.
- ED 348 859  
Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.
- ED 349 049  
Survey of Literacy Skills Used in Daily Activities. A Report on the Literacy Skills of Albertans.
- ED 348 519  
Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.
- ED 348 526  
Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors.
- ED 348 747  
Teacher Leadership: Preliminary Development of a Questionnaire.
- ED 349 267  
Teacher Purpose and Educational Change: Moving toward a Broader Agenda.
- ED 348 767  
Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support.
- ED 348 759  
Teachers' Reports on Implementing Developmentally Appropriate Practice.
- ED 349 296  
Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.
- ED 348 527  
Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children.
- ED 349 116  
Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development.
- ED 348 768  
Training for Action: A New Approach to Executive Development. Report Number 153.
- ED 348 496  
Training Needs of Family Child Care Providers: Seeking Alternatives.
- ED 349 091  
Training of Trainers: Problems and Trends.
- ED 348 509  
Translating a School Improvement Agenda into Practice: A Social Interaction Perspective to the Principalship.
- ED 348 766  
Types of Instructional Strategies Modeled in Urban Teacher Education Courses.
- ED 349 371  
Understanding the Perceptions of the British Business Community Regarding Language-Related Matters.
- ED 348 869  
United States Catholic Elementary Schools & Their Finances, 1991.
- ED 348 737  
Use of Interactive Videodisc Technology in a Physical Education Methods Class.
- ED 348 936  
Using School-Site, Contextual Research: Contributions to a New EA Paradigm.
- ED 348 765  
Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.
- ED 348 510  
What Do We Teach and How Do We Teach It?
- ED 348 689  
What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15.
- ED 348 657  
Where Does Language Aptitude Come From?
- ED 348 849  
Without Women No Development: Selected Case Studies from Asia of Non-Formal Education for Women.
- ED 349 196  
RIE JAN 1993



## Publication Type Index

- Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations.  
ED 348 847  
Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.  
ED 349 106

### (150) Speeches/Meeting Papers

- Academic Libraries as Dynamic Classrooms.  
ED 349 014  
Accepting the Challenge of Facing Your Issues and Empowering Yourself.  
ED 349 278  
Accessing the Senior Citizen Student.  
ED 349 067  
Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child.  
ED 348 846  
The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions.  
ED 348 514  
Adult Literacy: An Evaluation of a Successful Program.  
ED 348 515  
Advising in the Classroom: Teaching a Career Development Course.  
ED 348 585  
Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom.  
ED 348 856  
The A.I.D.A. Plan and the Writing of Sales Letters.  
ED 348 886  
Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.  
ED 349 321  
American Education in Fluxion and the Possibility of a Teaching Profession.  
ED 349 252  
American Managers' Use of Their Foreign Employer's Language.  
ED 348 883  
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism.  
ED 349 248  
Anthropocentrism, Schools, and Environment.  
ED 349 241  
"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language.  
ED 348 842  
Assessing Inefficiencies in Illinois School Districts.  
ED 348 764  
Assessing the Needs of Teacher Leaders in Massachusetts.  
ED 348 770  
At Risk—Language Minority Preschool Children.  
ED 348 866  
At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.  
ED 349 365  
Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications.  
ED 348 906  
Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs.  
ED 349 280  
Autobiography and the Exploratory Essay.  
ED 348 672  
Beginning the Computer Community: Establishing a Computer Writing Classroom.  
ED 348 690  
BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.  
ED 349 160  
Bilingual Teachers' Voices.  
ED 348 878  
Biology Diagrams: Tools To Think With.  
ED 349 158  
Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English."  
ED 348 673  
The "Brave New Family Form": Directions for

## (150) Speeches/Meeting Papers

273

- Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks.  
ED 348 584  
The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico.  
ED 348 698  
Building Consensus: Articulating a Knowledge Base for Teacher Education.  
ED 349 275  
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners.  
ED 349 117  
The Changing Atmosphere for Research among Graduate Students.  
ED 348 926  
Children's Birth Order as a Mediator in Responses by Mothers and Siblings.  
ED 349 078  
Classroom Activities: Increase the Challenge.  
ED 348 853  
Client Use of Impression Management in Counseling.  
ED 348 588  
Collaborative Ghost Writing.  
ED 348 671  
A Collaborative Venture in Preservice Education: Participant Practices and Learnings.  
ED 349 269  
College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors.  
ED 348 636  
Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities.  
ED 349 145  
Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas—Pan American.  
ED 348 708  
The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.  
ED 348 987  
Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.  
ED 348 716  
A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality.  
ED 348 732  
Computer-Assisted Career Counseling: Inherent Contradictions, Problems, and Prospects.  
ED 348 610  
The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers.  
ED 348 963  
Computers and Conceptual Change.  
ED 348 935  
The Concept of Fractional Number among Hearing-Impaired Students.  
ED 348 790  
A Conceptual Framework for Intercultural/International Communication.  
ED 348 887  
Connections through Inclusion (Multicultural Writing Community of the Two Year College).  
ED 348 691  
A Consolidation Success Story.  
ED 349 136  
The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model.  
ED 349 315  
Conversation as Listening Material: The Prosodic Bases of Difficulty.  
ED 348 848  
Counseling Dual Career Families: Heterosexual and Lesbian Perspectives.  
ED 348 601  
A Counseling Psychologist in the USSR as a Fulbright Scholar.  
ED 348 638  
Counseling Psychologists' Attitudes and Knowledge about Alcoholism.  
ED 348 589  
Creating a Literate Environment for Learning Social Studies Content.  
ED 348 645  
Creative Written Testing.

- Creativity in Crisis.  
ED 349 150  
The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.  
ED 349 242  
Critique of Student Development Literature.  
ED 348 597  
Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm.  
ED 348 862  
Cultural Anxiety of Chinese and U.S. Students.  
ED 348 924  
Cultural Disintegration Perpetuated through Substance Abuse among American Indians.  
ED 348 590  
"Declassifying" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance.  
ED 348 695  
Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members.  
ED 349 190  
Democratizing English as an International Language.  
ED 348 692  
"Dem Wod Mo Saf": Materials for Reading Creole English.  
ED 348 658  
Desktop Video: Multi-Media on the NeXT Computer.  
ED 348 964  
Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading.  
ED 348 696  
Determining Faculty Attitudes toward Incentives and Rewards.  
ED 349 058  
Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College.  
ED 349 068  
Developing a Strategic Plan for Library Space Needs through 2010.  
ED 349 024  
Development and Validation of the Listener Preference Profile.  
ED 348 703  
Development and Yearning: Cognitive Aspects of Spiritual Development.  
ED 348 586  
Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.  
ED 348 981  
Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University.  
ED 349 264  
Differences in Social Support between Rural and Urban Communities.  
ED 348 587  
Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report.  
ED 348 852  
The Discourse of Pedagogy and the Possibility of Social Change.  
ED 349 283  
Dissociative Reactions to Incest.  
ED 348 606  
Distance Learning: A Study of Computer Modern Students.  
ED 348 982  
"Do You Hear What I Hear?": Deception Detection by the Blind.  
ED 348 785  
Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness.  
ED 348 733  
Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.  
ED 348 560  
The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture.  
ED 348 707  
Educational Reform in an Era of Disinformation.  
ED 348 710  
Education and Labour Market in the OECD-

- CERI Educational Indicators Project. ED 348 731  
Education from a Workplace Perspective: Issues of Self-Management. ED 348 717  
Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender. ED 348 712  
The Effect of Different Attendance Policies on Student Attendance and Achievement. ED 348 762  
Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students. ED 348 927  
The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping. ED 349 350  
Electronic Identities: The Strategic Use of Email for Impression Management. ED 348 699  
An Empirical Validation of a Management Construct for District Level Supervisors. ED 348 745  
Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance. ED 349 271  
Evolving Knowledge Resource Access Systems. ED 349 000  
An Experiment in Computer Ethics: Clustering Composition with Computer Applications. ED 348 676  
Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community. ED 348 928  
Familial Risk and Protective Factors Influencing Adolescent Mental Health. ED 349 105  
Family Functions and Children's Post-Divorce Adjustment. ED 348 611  
Feedback as a "Zone of Proximal Development." ED 349 159  
Financing Rural Library Services: A Comparative Analysis. ED 349 025  
Finding New Meanings: The Development of Text Reinterpretation Skill. ED 348 648  
FLES Program Evaluation: Rationale and Procedural Design. ED 348 854  
Gender Differences in the Readiness to Accept Career Compromise. ED 348 609  
Grade Inflation and Student Ratings: A Closer Look. ED 349 318  
Grading and Professionalism in ELT. ED 348 841  
The Great Balancing Act. ED 349 002  
Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature. ED 349 261  
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform. ED 348 750  
How Some Low Income Women View Learning as They Prepare for the Work Force: A Comparative Case Study. ED 348 532  
Implementing School-Based Management in Urban Settings. ED 349 344  
Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference. ED 349 062  
Increasing Fidelity between Faculty and Field in Teacher Education-Reconceptualized Institutional Settings, Programs and Roles. ED 349 284  
Increasing the Effectiveness of In-Home Behavior Intervention. ED 348 788  
The Individual is the Community; The Community is the World: Native Elders Talk about What Young People Need To Know. ED 349 151  
Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations. ED 349 292  
"Information, Information Everywhere and Not..." ED 349 026  
The INJEP Experience: New Ideas for Technical and Business French Educators. ED 348 868  
Innovation and the Process of Change: A Case Study in Distance Education. ED 348 967  
In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training. ED 348 702  
Institutional Atmosphere, Individual Development, and the Higher Moral Stages. ED 348 617  
Instruction in Teacher Education: A Descriptive Study of Cooperative Learning. ED 349 297  
Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers. ED 348 746  
Integration and Experience in the Secondary Curriculum. ED 349 152  
The "International Language/Business" Major at a Small Private University: Successes and Nudging Concerns. ED 348 873  
Interpretations and Explanations in Discourse: Modes of Advising in Family Planning. ED 348 845  
Issues on Teacher Certification in Kentucky. ED 349 109  
Is What We Have, What We Want?: A Critical Review of Selected Basic Course Textbooks. ED 348 704  
Knowledge Network Values: Learning at Risk? ED 349 004  
Language Production-Language Contact: The Significance of Learners' Speech. ED 348 843  
Laying a Foundation for Russian for Business and Economics. ED 348 885  
Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program. ED 348 773  
Leadership for School Quality-Personal Challenge, the Missing Factor. ED 348 772  
Leadership from the Classroom: Women Teachers as a Key to School Reform. ED 348 771  
Leadership May Provide the Means of Moving Up in Adult Moral Developmental Stages. ED 348 614  
The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration. ED 349 348  
Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education. ED 349 174  
Librarian Humor in Classroom and Reference. ED 349 018  
Life Histories and the Transition to Teaching as a Second Career. ED 349 285  
Linking Investment in Education to Economic Growth. ED 348 730  
Linking School Level Innovations with an Urban School District's Central Office. ED 349 351  
Links among Segmenting, Spelling, and Reading Words in First and Second Grades. ED 348 647  
Listening Processes and Authentic Texts. ED 348 851  
Looking Back at Myself: A Soliloquy about Caring and Controlling. ED 348 763  
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change. ED 349 096  
Lorna Dee Cervantes: A Writer in the Margins. ED 348 678  
Making Choices: Determining the Need To Be Out. ED 348 682  
Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA). ED 348 969  
Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures. ED 349 101  
Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers. ED 349 175  
Meaning-Making through Writing and Art Collaboration. ED 349 057  
Measuring Child Care Quality. ED 349 092  
Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence. ED 348 882  
Meeting Individual Needs Fosters Retention. ED 349 070  
Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition. ED 348 685  
Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students. ED 348 681  
Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment. ED 349 323  
Mexican-American and Anglo-American Parental Involvement with a Public Elementary School. ED 349 146  
Models of Equitable Collaboration between University Researchers and School Teachers. ED 349 293  
Motivational Profiles of Adult Learners in Relation to Self-Directed Learning. ED 348 548  
Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft. ED 349 088  
The Muse as Educator. ED 349 226  
Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools. ED 349 202  
The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust. ED 349 268  
National Education Goals: Can We Afford Them? ED 348 734  
Networking as Community-The Nature of Curriculum: Whole Language. ED 348 649  
New American Schools and the New World Order. ED 348 715  
The New Hampshire Mentor Project: Bridging the Gap between Concept and Application. ED 349 276  
Non-Intrusive Grammar in Writing. ED 348 684  
On the Road to a New School. ED 349 186  
Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers. ED 349 274  
Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women. ED 348 639  
Partners in Learning: The Division of Education and Elementary School Connection. ED 349 272

- Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning. ED 349 281
- Pediatric HIV Infection and Developmental Disabilities. ED 348 789
- Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction. ED 349 294
- Personal Responsibility versus God's Will: Religious and Non-religious Attributions for the Death of a Friend. ED 348 582
- A Perspective on the Continuing Struggle for Equity. ED 349 359
- Perspectives on Literacy Assessment in Australia. ED 348 654
- The Place of Didactics in Curriculum in Scandinavia. ED 349 259
- The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research. ED 348 938
- Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada. ED 348 857
- Practices of Effective CEO's: A Preliminary Discussion. ED 348 713
- Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks. ED 348 603
- Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's. ED 349 289
- Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach. ED 349 270
- Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School. ED 348 744
- The Professional Artist's Thinking Style: An In-Depth Study. ED 349 219
- The Professionalization of Teachers—The State of the Theoretical Art in Germany. ED 349 295
- Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. ED 349 308
- Quality in Education. ED 349 046
- Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results. ED 349 319
- Real Time Literacy. ED 348 652
- Reflections of Columbia 1968: Preparation for a Profession. ED 349 012
- Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures. ED 349 168
- The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft. ED 348 769
- Relationships between a Prekindergarten Intervention Program and School Success. ED 349 104
- Remarks of Jo Anne B. Barnhart, Assistant Secretary, Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992). ED 349 094
- Restructuring Schools: New Tensions and Dilemmas for Teachers. ED 349 300
- The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children. ED 348 784
- The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community. ED 349 277
- Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives. ED 348 669
- School Change Models and Processes: A Review of Research and Practice. ED 348 758
- School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students. ED 349 364
- School Psychologists' Use of Time: Interventions and Effectiveness. ED 348 605
- School Restructuring and the Gap between Policy and Practice. ED 348 753
- School Size Effects on Educational Attainment and Ability. ED 348 743
- The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program. ED 349 262
- Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model. ED 348 619
- A Semantic Frame Work Reconstructed from Comparative Linguistics. ED 348 839
- Service Excellence: An AV Training Program for Student-Assistant Staff. ED 348 948
- The Social Psychology of Immigration: The Greek-American Experience. ED 349 201
- Society and the Highest Stages of Moral Development. ED 348 600
- Special Education Teacher Certification Trends: A National Survey. ED 348 786
- Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991). ED 349 085
- Stability of Teachers' Classroom Instruction across Classes and Time of Observation. ED 349 310
- The Stages of the Doctoral Career: Socialization and Its Consequences. ED 348 925
- State and Children: Relating Policy, Practice, and Finance at the State Level. ED 348 714
- The Status of the Business and Professional Communication Course. ED 348 705
- Storytelling: The Original Narrative. ED 348 697
- Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992). Research Poster Session Abstract. Volume 1. ED 348 791
- Student Development as Philosophy. ED 348 595
- Student Development as Professional Practice. ED 348 598
- Student Development as Theory. ED 348 596
- Student Mobility Rate: A Moving Target. ED 349 335
- A Student Outcomes Model for Community Colleges—Measuring Institutional Effectiveness. ED 349 072
- A Summons for Teacher Educators! Get off the Campus and into the Community! ED 349 263
- Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation. ED 348 949
- Teacher Education Faculty and Computer Competency. ED 349 290
- Teacher Facilitator Leadership and School Organization Mediation Effects: Implications on Work Redesign for Instructional Supervisors. ED 348 747
- Teacher Leadership: Preliminary Development of a Questionnaire. ED 349 267
- Teacher Purpose and Educational Change: Moving toward a Broader Agenda. ED 348 767
- Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support. ED 348 759
- Teachers' Reports on Implementing Developmentally Appropriate Practice. ED 349 296
- Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama. ED 348 867
- Teaching Culture through Advertising. ED 348 870
- Teaching Models and Language Materials in Spanish for the Education of Health Care Providers. ED 348 881
- Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach. ED 348 860
- Teaching Socialization and Sex Education to Persons with Mental Retardation. ED 348 787
- Technology Transfer and the Job Skills Education Program: Preliminary Results. ED 348 960
- Testing the Language Proficiency of Bilingual Teachers. ED 348 872
- Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition. ED 348 879
- Theory-Based Interactive Videodisc for EFL Learning: Design Considerations. ED 348 884
- Thinking about Learning from the Perspectives of Bruner and Ausubel. ED 348 930
- Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad. ED 348 874
- To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training. ED 348 674
- Towards an Alternative Model of Second Language Learning. ED 348 844
- Towards an Ecology of Mind. ED 349 084
- Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development. ED 348 768
- Transitions to High School: Instruction and Achievement: Findings from the NELs:88 First Follow-Up (1990) Student Survey. ED 349 327
- Translating a School Improvement Agenda into Practice: A Social Interaction Perspective to the Principals'hip. ED 348 766
- Transportation. The Neglected Related Service. ED 348 782
- An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills. ED 348 855
- Understanding the Perceptions of the British Business Community Regarding Language-Related Matters. ED 348 869
- The University of the Future: Problems and Prospects. ED 348 905
- Use of Interactive Videodisc Technology in a Physical Education Methods Class. ED 348 936
- Using Analogies To Aid Understanding in Secondary Chemistry Education. ED 349 164
- Using Instructional Technology with Homebound Students.



- ED 348 792  
Using School-Site, Contextual Research: Contributions to a New EA Paradigm.
- ED 348 765  
What Do We Teach and How Do We Teach It?
- ED 348 689  
What Is the Role of the Public Library?
- ED 349 029  
What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data.
- ED 349 314  
Where Does Language Aptitude Come From?
- ED 348 849  
Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC-An Answer to Multicultural Diversity."
- ED 348 693  
Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations.
- ED 348 847  
Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.
- ED 349 106
- (160) Tests/Questionnaires**
- Academic Integrity-A Review and Case Study. ED 349 060
- Accessing the Senior Citizen Student. ED 349 067
- Administrative Compensation Survey, 1990-91. ED 348 897
- An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs. ED 349 033//
- Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients. ED 349 047
- The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers. ED 348 963
- The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation. ED 348 966
- Cultural Anxiety of Chinese and U.S. Students. ED 348 924
- Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School. ED 348 980
- The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices. ED 349 110
- Distance Learning: A Study of Computer Modern Students. ED 348 982
- Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs. ED 348 942
- Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5. ED 349 337
- ERIC User Survey. Report. ED 349 032
- An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change. ED 349 352
- Follow-Up Study of Journalism Students-1985-1990. Volume XX, No. 8. ED 349 045
- Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10. ED 349 042
- Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92. ED 349 074
- Free Classroom Resources: Conducting a Successful Search. ED 348 985
- Guidelines for Teaching Calculus. ED 349 179
- Handbook for Technology Planning in Texas Public Schools. ED 348 957
- Identifying and Describing Federal Information

- Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database. ED 349 031
- Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices. ED 348 774
- Improving and Extending Rural Library Services in Idaho. ED 349 001
- International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America. ED 349 080
- Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991). ED 349 017
- Leadership for School Quality-Personal Challenge, the Missing Factor. ED 348 772
- Librarian Humor in Classroom and Reference. ED 349 018
- Library Services and the Online Campus Gateway. Final Report. ED 349 027
- Library Support for Graduate Education Research and Teaching. ED 349 007
- A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2. ED 348 599
- National Opinion Poll on Library Issues: Fall 1991. ED 349 030
- New Faculty Interview Protocol. ED 348 901
- New Faculty Survey Instrument. ED 348 900
- The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report. ED 349 170
- Output Measures for Public Library Service to Children. A Manual of Standardized Procedures. ED 348 991
- Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research. ED 348 492
- Planning the Library Media Center Facility for the 1990s and Beyond. ED 349 010
- Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component. ED 349 184
- Project Daylight. ED 348 899
- QUANTA: An Interdisciplinary Learning Community (Four Studies). ED 349 073
- Rating Instructional Conversations: A Guide. Educational Practice Report: 4. ED 348 888
- Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version. ED 349 353
- The Role of Media Technology within the Proposed Open University of Tanzania. ED 348 958
- Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 203
- Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 204
- Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program. ED 349 205

- Scholars in the Schools: Implementation Handbook. ED 349 200
- Special Education Teacher Certification Trends: A National Survey. ED 348 786
- Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2. ED 349 043
- United States Catholic Elementary Schools & Their Finances, 1991. ED 348 737
- The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program. ED 348 663

**(171) Multilingual/Bilingual Materials**

- Algunos Animales de Latino America = Some Animals of Latin America. ED 349 188
- Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance apprisee: Un rapport de quatre ateliers sur la formation a distance tenus en fevrier 1991. ED 349 149
- Multicultural Education. A Policy for the 1990s = L'education multiculturelle. Une politique pour les annees 1990. ED 349 361
- Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised. ED 349 227
- Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie. ED 348 523

## Clearinghouse Number/ED Number Cross-Reference Index

This index cross-reference the temporary ERIC Clearinghouse accession number to the permanent ERIC Document (ED) accession numbers by which resumes are arranged in *Resources in Education (RIE)*. Readers who have only Clearinghouse numbers for a given document may use this index to trace the item to this ED number and hence to its location in *RIE*.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The following Clearinghouse prefixes are used in this index.

<b>AA</b> — ERIC Processing and Reference Facility	<b>JC</b> — Junior Colleges
<b>CE</b> — Adult, Career, and Vocational Education	<b>PS</b> — Elementary and Early Childhood Education
<b>CG</b> — Counseling and Personnel Services	<b>RC</b> — Rural Education and Small Schools
<b>CS</b> — Reading and Communication Skills	<b>SE</b> — Science, Mathematics, and Environmental Education
<b>EA</b> — Educational Management	<b>SO</b> — Social Studies/Social Science Education
<b>EC</b> — Handicapped and Gifted Children	<b>SP</b> — Teacher Education
<b>FL</b> — Languages and Linguistics	<b>TM</b> — Tests, Measurement, and Evaluation
<b>HE</b> — Higher Education	<b>UD</b> — Urban Education
<b>IR</b> — Information Resources	

AA001228	ED348466	CE061745	ED348524	CG024400	ED348582	CS010987	ED348642
CE060093	ED348467	CE061746	ED348525	CG024401	ED348583	CS010988	ED348643
CE060125	ED348468	CE061747	ED348526	CG024402	ED348584	CS010989	ED348644
CE060550	ED348469	CE061748	ED348527	CG024403	ED348585	CS010990	ED348645
CE060551	ED348470	CE061749	ED348528	CG024404	ED348586	CS010991	ED348646
CE060552	ED348471	CE061750	ED348529	CG024405	ED348587	CS010992	ED348647
CE060553	ED348472	CE061751	ED348530	CG024406	ED348588	CS010993	ED348648
CE060554	ED348473	CE061752	ED348531	CG024407	ED348589	CS010995	ED348649
CE061333	ED348474	CE061754	ED348532	CG024408	ED348590	CS010997	ED348650
CE061334	ED348475	CE061755	ED348533	CG024409	ED348591	CS010999	ED348651
CE061464	ED348476	CE061757	ED348534	CG024410	ED348592	CS011000	ED348652
CE061465	ED348477	CE061760	ED348535	CG024411	ED348593	CS011002	ED348653
CE061466	ED348478	CE061761	ED348536	CG024412	ED348594	CS011003	ED348654
CE061467	ED348479	CE061762	ED348537	CG024413	ED348595	CS011004	ED348655
CE061649	ED348480	CE061763	ED348538	CG024414	ED348596	CS011005	ED348656
CE061667	ED348481	CE061764	ED348539	CG024415	ED348597	CS011006	ED348657
CE061671	ED348482	CE061767	ED348540	CG024416	ED348598	CS011010	ED348658
CE061672	ED348483	CE061770	ED348541	CG024417	ED348599	CS011012	ED348659
CE061673	ED348484	CE061771	ED348542	CG024418	ED348600	CS011013	ED348660
CE061674	ED348485	CE061775	ED348543	CG024419	ED348601	CS011014	ED348661
CE061675	ED348486	CE061776	ED348544	CG024420	ED348602	CS011016	ED348662
CE061676	ED348487	CE061777	ED348545	CG024421	ED348603	CS011017	ED348663
CE061678	ED348488	CE061778	ED348546	CG024422	ED348604	CS011019	ED348664
CE061695	ED348489	CE061779	ED348547	CG024423	ED348605	CS011020	ED348665
CE061698	ED348490	CE061780	ED348548	CG024424	ED348606	CS011021	ED348666
CE061699	ED348491	CE061786	ED348549	CG024425	ED348607	CS011022	ED348667
CE061700	ED348492	CE061790	ED348550	CG024426	ED348608	CS011024	ED348668
CE061701	ED348493	CE061798	ED348551	CG024427	ED348609	CS213388	ED348669
CE061704	ED348494	CE061799	ED348552	CG024428	ED348610	CS213430	ED348670
CE061705	ED348495	CE061800	ED348553	CG024429	ED348611	CS213463	ED348671
CE061707	ED348496	CE061801	ED348554	CG024430	ED348612	CS213464	ED348672
CE061708	ED348497	CE061802	ED348555	CG024431	ED348613	CS213469	ED348673
CE061709	ED348498	CE061803	ED348556	CG024432	ED348614	CS213470	ED348674
CE061710	ED348499	CE061804	ED348557	CG024433	ED348615	CS213472	ED348675
CE061715	ED348500	CE061805	ED348558	CG024434	ED348616	CS213476	ED348676
CE061716	ED348501	CE061807	ED348559	CG024435	ED348617	CS213478	ED348677
CE061718	ED348502	CE061809	ED348560	CG024436	ED348618	CS213479	ED348678
CE061720	ED348503	CE061810	ED348561	CG024437	ED348619	CS213484	ED348679
CE061721	ED348504	CE061812	ED348562	CG024438	ED348620	CS213485	ED348680
CE061722	ED348505	CE061819	ED348563	CG024439	ED348621	CS213486	ED348681
CE061724	ED348506	CE061820	ED348564	CG024440	ED348622	CS213488	ED348682
CE061725	ED348507	CE061821	ED348565	CG024441	ED348623	CS213489	ED348683
CE061726	ED348508	CE061822	ED348566	CG024442	ED348624	CS213490	ED348684
CE061727	ED348509	CE061823	ED348567	CG024443	ED348625	CS213491	ED348685
CE061728	ED348510	CE061824	ED348568	CG024444	ED348626	CS213492	ED348686//
CE061729	ED348511	CE061825	ED348569	CG024445	ED348627	CS213493	ED348687//
CE061730	ED348512	CE061829	ED348570	CG024446	ED348628	CS213494	ED348688
CE061733	ED348513	CE061830	ED348571	CG024447	ED348629	CS213495	ED348689
CE061734	ED348514	CE061831	ED348572	CG024448	ED348630	CS213496	ED348690
CE061735	ED348515	CE061832	ED348573	CG024449	ED348631	CS213497	ED348691
CE061736	ED348516	CE061834	ED348574	CG024450	ED348632	CS213498	ED348692
CE061737	ED348517	CE061835	ED348575	CG024451	ED348633	CS213499	ED348693
CE061738	ED348518	CE061838	ED348576	CG024452	ED348634	CS213501	ED348694//
CE061740	ED348519	CE061839	ED348577	CG024453	ED348635	CS213504	ED348695
CE061741	ED348520	CE061852	ED348578	CG024466	ED348636	CS213511	ED348696
CE061742	ED348521	CE061853	ED348579	CG024467	ED348637	CS070787	ED348697
CE061743	ED348522	CE061854	ED348580	CG024468	ED348638	CS070788	ED348698
CE061744	ED348523	CE061855	ED348581	CG024469	ED348639	CS070788	ED348699
				CG024470	ED348640	CS070789	ED348700
				CG024471	ED348641	CS070790	ED348701

CS507893	ED348702	EC301415	ED348795	FL800531	ED348890	IR015663	ED348983
CS507895	ED348703	EC301416	ED348796	FL800542	ED348891	IR015664	ED348984
CS507896	ED348704	EC301417	ED348797	FL800545	ED348892	IR015665	ED348985
CS507898	ED348705	EC301418	ED348798	FL800569	ED348893	IR015684	ED348986
CS507900	ED348706	EC301419	ED348799	FL800570	ED348894	IR015686	ED348987
CS507903	ED348707	EC301420	ED348800	FL800571	ED348895	IR015696	ED348988
CS507929	ED348708	EC301422	ED348801	FL800572	ED348896	IR015782	ED348989
		EC301423	ED348802			IR015816	ED348990
		EC301424	ED348803			IR054019	ED348991
EA024027	ED348709	EC301425	ED348804	HE024245	ED348897	IR054039	ED348992
EA024037	ED348710	EC301426	ED348805	HE024625	ED348898	IR054072	ED348993
EA024125	ED348711	EC301427	ED348806	HE025466	ED348899	IR054074	ED348994
EA024150	ED348712	EC301428	ED348807	HE025720	ED348900	IR054075	ED348995
EA024152	ED348713	EC301429	ED348808	HE025721	ED348901	IR054078	ED348996
EA024153	ED348714	EC301430	ED348809	HE025722	ED348902	IR054079	ED348997
EA024154	ED348715	EC301431	ED348810	HE025723	ED348903	IR054083	ED348998
EA024156	ED348716	EC301432	ED348811	HE025725	ED348904	IR054085	ED348999
EA024157	ED348717	EC301433	ED348812	HE025726	ED348905	IR054091	ED349000
EA024158	ED348718	EC301434	ED348813	HE025727	ED348906	IR054094	ED349001
EA024159	ED348719	EC301435	ED348814	HE025728	ED348907	IR054096	ED349002
EA024160	ED348720	EC301436	ED348815	HE025729	ED348908	IR054097	ED349003
EA024164	ED348721	EC301437	ED348816	HE025730	ED348909	IR054098	ED349004
EA024165	ED348722	EC301438	ED348817	HE025731	ED348910	IR054099	ED349005
EA024166	ED348723	EC301440	ED348818	HE025732	ED348911	IR054100	ED349006
EA024167	ED348724	EC301441	ED348819	HE025733	ED348912	IR054101	ED349007
EA024168	ED348725	EC301442	ED348820	HE025734	ED348913	IR054103	ED349008
EA024169	ED348726	EC301443	ED348821	HE025735	ED348914	IR054104	ED349009
EA024171	ED348727	EC301444	ED348822	HE025752	ED348915	IR054105	ED349010
EA024172	ED348728	EC301445	ED348823	HE025753	ED348916	IR054106	ED349011
EA024173	ED348729	EC301446	ED348824	HE025754	ED348917	IR054107	ED349012
EA024175	ED348730	EC301447	ED348825	HE025755	ED348918	IR054108	ED349013
EA024178	ED348731	EC301448	ED348826	HE025756	ED348919	IR054113	ED349014
EA024179	ED348732	EC301449	ED348827	HE025757	ED348920	IR054115	ED349015
EA024181	ED348733	EC301451	ED348828	HE025758	ED348921	IR054120	ED349016
EA024182	ED348734	EC301454	ED348829	HE025759	ED348922	IR054121	ED349017
EA024185	ED348735	EC301455	ED348830	HE025760	ED348923	IR054122	ED349018
EA024186	ED348736	EC301456	ED348831	HE025761	ED348924	IR054127	ED349019
EA024192	ED348737	EC301457	ED348832	HE025762	ED348925	IR054128	ED349020
EA024197	ED348738	EC301458	ED348833	HE025763	ED348926	IR054129	ED349021
EA024198	ED348739	EC301459	ED348834	HE025764	ED348927	IR054143	ED349022
EA024199	ED348740	EC301460	ED348835	HE025765	ED348928	IR054145	ED349023
EA024200	ED348741	EC301461	ED348836	HE025766	ED348929	IR054146	ED349024
EA024201	ED348742	EC301462	ED348837	HE025767	ED348930	IR054151	ED349025
EA024202	ED348743			HE025768	ED348931//	IR054153	ED349026
EA024204	ED348744			HE025844	ED348932	IR054155	ED349027
EA024205	ED348745	FL020118	ED348838			IR054160	ED349028
EA024206	ED348746	FL020383	ED348839			IR054163	ED349029
EA024208	ED348747	FL020441	ED348840	IR015572	ED348933	IR054169	ED349030
EA024209	ED348748	FL020442	ED348841	IR015573	ED348934	IR054245	ED349031
EA024214	ED348749	FL020443	ED348842	IR015576	ED348935	IR054250	ED349032
EA024215	ED348750	FL020444	ED348843	IR015577	ED348936		
EA024217	ED348751	FL020445	ED348844	IR015578	ED348937		
EA024219	ED348752	FL020446	ED348845	IR015579	ED348938	JC910575	ED349033//
EA024221	ED348753	FL020447	ED348846	IR015580	ED348939	JC920233	ED349034
EA024222	ED348754	FL020448	ED348847	IR015581	ED348940	JC920317	ED349035
EA024223	ED348755	FL020449	ED348848	IR015593	ED348941	JC920344	ED349036
EA024224	ED348756	FL020450	ED348849	IR015596	ED348942	JC920404	ED349037
EA024225	ED348757	FL020470	ED348850	IR015597	ED348943	JC920405	ED349038
EA024226	ED348758	FL020471	ED348851	IR015599	ED348944	JC920415	ED349039
EA024227	ED348759	FL020472	ED348852	IR015601	ED348945	JC920416	ED349040
EA024228	ED348760	FL020473	ED348853	IR015602	ED348946	JC920417	ED349041
EA024229	ED348761	FL020474	ED348854	IR015604	ED348947	JC920422	ED349042
EA024231	ED348762	FL020475	ED348855	IR015607	ED348948	JC920424	ED349043
EA024233	ED348763	FL020476	ED348856	IR015608	ED348949	JC920425	ED349044
EA024234	ED348764	FL020477	ED348857	IR015611	ED348950	JC920430	ED349045
EA024236	ED348765	FL020478	ED348858	IR015612	ED348951	JC920433	ED349046
EA024237	ED348766	FL020518	ED348859	IR015613	ED348952	JC920434	ED349047
EA024242	ED348767	FL020532	ED348860	IR015614	ED348953	JC920435	ED349048
EA024243	ED348768	FL020533	ED348861	IR015616	ED348954	JC920436	ED349049
EA024245	ED348769	FL020543	ED348862	IR015617	ED348955	JC920437	ED349050
EA024246	ED348770	FL020550	ED348863	IR015618	ED348956	JC920438	ED349051
EA024247	ED348771	FL020551	ED348864	IR015619	ED348957	JC920439	ED349052
EA024248	ED348772	FL020553	ED348865	IR015622	ED348958	JC920441	ED349053
EA024249	ED348773	FL020554	ED348866	IR015623	ED348959	JC920442	ED349054
EA024258	ED348774	FL020556	ED348867	IR015625	ED348960	JC920443	ED349055
EA024435	ED348775	FL020557	ED348868	IR015633	ED348961	JC920444	ED349056
		FL020558	ED348869	IR015634	ED348962	JC920445	ED349057
		FL020560	ED348870	IR015636	ED348963	JC920446	ED349058
EC301290	ED348776	FL020563	ED348871	IR015637	ED348964	JC920447	ED349059
EC301397	ED348777	FL020564	ED348872	IR015638	ED348965	JC920448	ED349060
EC301398	ED348778	FL020582	ED348873	IR015642	ED348966	JC920449	ED349061
EC301399	ED348779	FL020583	ED348874	IR015644	ED348967	JC920450	ED349062
EC301400	ED348780	FL020584	ED348875	IR015645	ED348968	JC920451	ED349063
EC301401	ED348781	FL020587	ED348876	IR015646	ED348969	JC920454	ED349064
EC301402	ED348782	FL020595	ED348877	IR015647	ED348970	JC920455	ED349065
EC301403	ED348783	FL020597	ED348878	IR015648	ED348971	JC920457	ED349066
EC301404	ED348784	FL020602	ED348879	IR015650	ED348972	JC920458	ED349067
EC301405	ED348785	FL020618	ED348880	IR015651	ED348973	JC920459	ED349068
EC301406	ED348786	FL020702	ED348881	IR015652	ED348974	JC920460	ED349069
EC301407	ED348787	FL020703	ED348882	IR015653	ED348975	JC920461	ED349070
EC301408	ED348788	FL020704	ED348883	IR015654	ED348976	JC920462	ED349071
EC301409	ED348789	FL020705	ED348884	IR015655	ED348977	JC920463	ED349072
EC301410	ED348790	FL020725	ED348885	IR015656	ED348978	JC920464	ED349073
EC301411	ED348791	FL020741	ED348886	IR015657	ED348979	JC920465	ED349074
EC301412	ED348792	FL020742	ED348887	IR015659	ED348980	JC920466	ED349075
EC301413	ED348793	FL020750	ED348888	IR015660	ED348981	JC920469	ED349076
EC301414	ED348794	FL800523	ED348889	IR015661	ED348982	JC920472	ED349077



# Clearinghouse Number/ED Number Cross Reference Index

279

PS020113	ED349078	SE052995	ED349171	SP033903	ED349264	UD028848	ED349357
PS020168	ED349079	SE053006	ED349172	SP033928	ED349265	UD028849	ED349358
PS020172	ED349080	SE053009	ED349173	SP033930	ED349266	UD028850	ED349359
PS020183	ED349081	SE053017	ED349174	SP033934	ED349267	UD028851	ED349360
PS020230	ED349082	SE053018	ED349175	SP033938	ED349268	UD028852	ED349361
PS020320	ED349083	SE053042	ED349176	SP033940	ED349269	UD028853	ED349362
PS020494	ED349084	SE053099	ED349177	SP033942	ED349270	UD028854	ED349363
PS020534	ED349085	SE053118	ED349178	SP033945	ED349271	UD028856	ED349364
PS020562	ED349086	SE053185	ED349179	SP033946	ED349272	UD028857	ED349365
PS020590	ED349087	SE053186	ED349180	SP033948	ED349273	UD028858	ED349366
PS020596	ED349088	SE053187	ED349181	SP033968	ED349274	UD028859	ED349367
PS020615	ED349089	SE053188	ED349182	SP033971	ED349275	UD028863	ED349368
PS020619	ED349090	SE053189	ED349183	SP033972	ED349276	UD028864	ED349369
PS020621	ED349091	SE053190	ED349184	SP033975	ED349277	UD028867	ED349370
PS020625	ED349092	SE053261	ED349185	SP033983	ED349278	UD028868	ED349371
PS020646	ED349093			SP033984	ED349279		
PS020649	ED349094			SP033985	ED349280		
PS020651	ED349095	SO021842	ED349186	SP034005	ED349281		
PS020653	ED349096	SO021891	ED349187	SP034010	ED349282		
PS020654	ED349097	SO021892	ED349188	SP034011	ED349283		
PS020657	ED349098	SO021893	ED349189	SP034015	ED349284		
PS020664	ED349099	SO021904	ED349190	SP034016	ED349285		
PS020675	ED349100	SO022006	ED349191	SP034017	ED349286//		
PS020692	ED349101	SO022007	ED349192	SP034018	ED349287		
PS020698	ED349102	SO022008	ED349193	SP034021	ED349288		
PS020715	ED349103	SO022009	ED349194	SP034024	ED349289		
PS020725	ED349104	SO022045	ED349195	SP034026	ED349290		
PS020741	ED349105	SO022046	ED349196	SP034028	ED349291		
PS020761	ED349106	SO022051	ED349197	SP034031	ED349292		
PS020762	ED349107	SO022113	ED349198	SP034032	ED349293		
PS020763	ED349108	SO022125	ED349199	SP034036	ED349294		
PS020766	ED349109	SO022185	ED349200	SP034037	ED349295		
PS020768	ED349110	SO022236	ED349201	SP034039	ED349296		
PS020770	ED349111	SO022275	ED349202	SP034040	ED349297		
PS020775	ED349112	SO022284	ED349203	SP034041	ED349298		
PS020776	ED349113	SO022285	ED349204	SP034042	ED349299		
PS020789	ED349114	SO022286	ED349205	SP034043	ED349300		
PS020795	ED349115	SO022287	ED349206	SP034044	ED349301		
PS020802	ED349116	SO022288	ED349207	SP034045	ED349302		
PS020804	ED349117	SO022297	ED349208	SP034047	ED349303		
PS020805	ED349118	SO022309	ED349209	SP034048	ED349304		
PS020808	ED349119	SO022313	ED349210	SP034051	ED349305		
PS020809	ED349120	SO022320	ED349211	SP034052	ED349306		
PS020823	ED349121	SO022325	ED349212	SP034054	ED349307//		
PS020824	ED349122	SO022326	ED349213	SP034055	ED349308		
PS020825	ED349123	SO022329	ED349214	SP034063	ED349309		
PS020826	ED349124	SO022343	ED349215	SP034064	ED349310		
PS020827	ED349125	SO022344	ED349216	SP034081	ED349311		
PS020828	ED349126	SO022345	ED349217	SP034082	ED349312//		
PS020829	ED349127	SO022351	ED349218				
PS020830	ED349128	SO022354	ED349219				
PS020831	ED349129	SO022361	ED349220	TM018307	ED349313		
		SO022367	ED349221	TM018606	ED349314		
		SO022368	ED349222	TM018607	ED349315		
RC018747	ED349130	SO022369	ED349223	TM018609	ED349316		
RC018749	ED349131	SO022370	ED349224	TM018877	ED349317		
RC018778	ED349132//	SO022371	ED349225	TM018917	ED349318		
RC018779	ED349133	SO022372	ED349226	TM018923	ED349319		
RC018780	ED349134	SO022377	ED349227	TM018933	ED349320		
RC018781	ED349135	SO022378	ED349228	TM018944	ED349321		
RC018782	ED349136	SO022382	ED349229	TM018946	ED349322//		
RC018784	ED349137	SO022383	ED349230	TM018947	ED349323		
RC018785	ED349138	SO022386	ED349231	TM018948	ED349324		
RC018788	ED349139	SO022390	ED349232	TM018950	ED349325		
RC018789	ED349140	SO022397	ED349233	TM018951	ED349326		
RC018790	ED349141	SO022398	ED349234	TM018953	ED349327		
RC018791	ED349142	SO022399	ED349235	TM018958	ED349328		
RC018792	ED349143	SO022400	ED349236	TM018959	ED349329		
RC018793	ED349144	SO022402	ED349237	TM018960	ED349330		
RC018794	ED349145	SO022411	ED349238	TM018972	ED349331		
RC018795	ED349146	SO022422	ED349239	TM019021	ED349332		
RC018802	ED349147	SO022443	ED349240	TM019026	ED349333		
RC018806	ED349148	SO022462	ED349241	TM019031	ED349334		
RC018811	ED349149	SO022463	ED349242	TM019035	ED349335		
RC018813	ED349150	SO022465	ED349243	TM019037	ED349336		
RC018817	ED349151	SO022476	ED349244	TM019038	ED349337		
RC018818	ED349152	SO022477	ED349245	TM019049	ED349338		
RC018823	ED349153	SO022478	ED349246	TM019050	ED349339		
RC018847	ED349154	SO022479	ED349247	TM019059	ED349340		
		SO022482	ED349248	TM019060	ED349341		
		SO022486	ED349249	TM019067	ED349342		
		SO022489	ED349250	TM019068	ED349343		
		SO022498	ED349251				
		SO022544	ED349252	UD028617	ED349344		
SE052123	ED349155	SO022547	ED349253	UD028650	ED349345		
SE052326	ED349156//	SO022572	ED349254	UD028732	ED349346		
SE052386	ED349157	SO022585	ED349255	UD028796	ED349347		
SE052405	ED349158	SO022589	ED349256	UD028827	ED349348		
SE052453	ED349159	SO022590	ED349257	UD028839	ED349349		
SE052454	ED349160	SO022669	ED349258	UD028840	ED349350		
SE052899	ED349161			UD028841	ED349351		
SE052907	ED349162			UD028842	ED349352		
SE052937	ED349163			UD028843	ED349353		
SE052951	ED349164			UD028844	ED349354		
SE052959	ED349165			UD028845	ED349355		
SE052960	ED349166	SP033798	ED349259	UD028846	ED349356		
SE052965	ED349167	SP033876	ED349260				
SE052981	ED349168	SP033888	ED349261				
SE052984	ED349169	SP033889	ED349262				
SE052994	ED349170						



# THESAURUS ADDITIONS AND CHANGES

All new Descriptors and other *Thesaurus* changes previously listed here are now included in the new 1990 *Thesaurus of ERIC Descriptors* (12th edition). The 1990 edition reflects all updates to the *Thesaurus* file through April 1990, including 282 new Descriptors and many other changes since the 1987 (11th) edition was published. New Descriptors, deleted Descriptors, scope note modifications, etc., implemented in the *Thesaurus* beyond April 1990 will continue to be listed in this *Thesaurus Additions and Changes* section in order to bring them to the attention of users.

Significant features of the new edition are:

- Sturdy cloth, reinforced binding, designed to withstand continuous, heavy use.
- 282 new Descriptors and 264 new USE references.

## ORDERING INFORMATION FOR THE 1990 THESAURUS

Title: *Thesaurus of ERIC Descriptors, 12th Edition*

ISBN: ISBN 0-89774-561-2

Publisher: The Oryx Press  
4041 North Central at Indian School Rd.  
Phoenix, AZ 85012-3397

Price: \$69.50 plus postage. Publisher pays postage if payment is sent with order.

Order Toll-Free: 1-800-279-6799





## Submitting Documents to ERIC

### What Kinds of Documents to Send ERIC

ERIC would like to be given the opportunity to examine virtually any document dealing with education or its aspects. The ERIC audience is so broad (encompassing teachers, administrators, supervisors, librarians, researchers, media specialists, counselors, and every other type of educator, as well as students and parents) that it must collect a wide variety of documentation in order to satisfy its users. Examples of the kinds of education-related materials collected are the following:

- Research/Technical Reports
- Program/Project Descriptions
- Opinion Papers, Essays, Position Papers
- Monographs, Treatises
- Speeches and Presentations
- Evaluation Studies
- Feasibility Studies
- State of the Art Studies
- Instructional Materials
- Syllabi
- Teaching Guides
- Resource Guides
- Manuals
- Handbooks
- Curriculum Materials
- Conference Papers
- Bibliographies
- Legislation and Regulations
- Texts, Questionnaires, Measurement Devices
- Vocabularies, Dictionaries, Glossaries, Thesauri
- Statistical Compilations
- Taxonomies and Classifications
- Dissertations

ERIC does not accept non-print materials (such as films, filmstrips, videotapes, tapes, records, cassettes, etc.). However, if such material accompanies a printed text, ERIC may process the printed text and refer the user to the accompanying non-print components, as long as a source of availability for them can be cited.

A document does not have to be formally published to be entered into the ERIC database. In fact, ERIC seeks out the unpublished or "fugitive" material not usually available through conventional library channels.

### Selection Criteria Employed by ERIC

#### • QUALITY OF CONTENT

All documents received are evaluated by subject experts against the following kinds of quality criteria: contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, and comprehensiveness.

#### • LEGIBILITY AND REPRODUCIBILITY

Documents may be type-set, typewritten, xeroxed, or otherwise duplicated. They must be legible and easily readable. Letters should be clearly formed and with sufficient contrast to the paper background to permit filming. Colored inks and colored papers can create serious reproduction problems. Standard 8½" x 11" size pages are preferred.

Two copies are desired, if possible: one for processing into the system and eventual filming, the other for retention and possible use by the appropriate Clearinghouse while processing is going on. However, single copies are acceptable.

### • REPRODUCTION RELEASE

For each document submitted, ERIC requires a formal signed Reproduction Release form indicating whether or not ERIC may reproduce the document. A copy of the Release Form appears as a separate page in each issue of this journal. Additional Release Forms may be copied as needed or obtained from the ERIC Facility or any ERIC Clearinghouse. Items for which releases are not granted, or other non-reproducible items, will be considered for announcement only if they are noteworthy education documents available from a clearly identified source, and only if this information accompanies the document in some form.

Items that are accepted, and for which permission to reproduce has been granted, will be made available by the ERIC Document Reproduction Service (EDRS).

### Advantages of Having a Document in ERIC

Contributors of documents to ERIC can benefit in the following ways:

- **Announcement**—Documents accepted by ERIC are announced to some 2,000 organizations receiving the abstract journal *Resources in Education (RIE)*.
- **Publicity**—Organizations that wish to sell their own documents in original copies can have this availability (together with address and price information) announced to users in *RIE*, thus serving to publicize their product. After the document is sold out at the original source, it is then still available through EDRS, if permission to reproduce has been granted to ERIC. (Original copy prices, while the supply lasts, are generally less, and are therefore more attractive to users, than EDRS on-demand duplication prices).
- **Dissemination**—Documents accepted by ERIC are reproduced on microfiche and distributed (at no cost to the contributor) to the more than 800 current subscribers to the ERIC microfiche collection.
- **Retrievability**—The bibliographic descriptions developed by ERIC are retrievable by the thousands of subscribers to the online database retrieval services (offered by commercial vendors such as BRS and DIALOG). In addition there are thousands of locations offering computer searches of ERIC based on either compact disk (CD-ROM) systems (offered by DIALOG, and SilverPlatter) or other local computer-based systems.
- **Always "In Print"**—The presence of a master microfiche at EDRS, from which copies can be made on an on-demand basis, means that ERIC documents are constantly available and never go "out of print." Persons requesting copies from an original source can always be referred to ERIC. This archival function relieves the source of a distribution burden and solves the availability problem when the source's supply has been exhausted.

In addition, submission of a document to ERIC reduces the overall likelihood of overlap, redundancy, and duplication of effort among users. It increases the probability that the results reported in the document will be available indefinitely and used in subsequent efforts.

To encourage submission of documents to the system, ERIC offers to send contributors notice of document disposition, giving the ED identification number (for ordering purposes) of those documents selected for *RIE*. Additionally, ERIC will send a complimentary microfiche to each contributor when the document is announced in *RIE*.

There are no fees to pay in submitting documents to ERIC, nor does ERIC pay any royalties for material it accepts. Other than a statement concerning permission to reproduce, there are no forms to complete.

(OVER)

**Where to Send Documents**

Documents usually enter the ERIC system through one of two ways:

They may be sent to the Clearinghouse most closely related to their subject matter. A list of the Clearinghouses and their addresses appears on the inside back cover of this issue. Material is expedited if it is directed to the attention of "Acquisitions."

If it is uncertain which Clearinghouse is appropriate, materials may be sent to the following address:

ERIC Processing and Reference Facility  
Acquisitions Department  
1301 Piccard Drive, Suite 300  
Rockville, Maryland 20850-4305

The ERIC Facility will forward all submissions to the appropriate ERIC Clearinghouse for consideration and, if selected, processing.





U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



## REPRODUCTION RELEASE

(Specific Document)

### I. DOCUMENT IDENTIFICATION:

Title:	
Author(s):	
Corporate Source:	Publication Date:

### II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.



Sample sticker to be affixed to document

Sample sticker to be affixed to document



#### Check here

Permitting  
microfiche  
(4"x 6" film),  
paper copy,  
electronic,  
and optical media  
reproduction

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

\_\_\_\_\_  
*Sample*  
\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

Level 1

"PERMISSION TO REPRODUCE THIS  
MATERIAL IN OTHER THAN PAPER  
COPY HAS BEEN GRANTED BY

\_\_\_\_\_  
*Sample*  
\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

Level 2

#### or here

Permitting  
reproduction  
in other than  
paper copy.

### Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."	
Signature:	Position:
Printed Name:	Organization:
Address:	Telephone Number: (       )
	Date:

OVER

**III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):**

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

**IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:**

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:
Name:
Address:

**V. WHERE TO SEND THIS FORM:**

Send this form to the following ERIC Clearinghouse:
---

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

**ERIC Facility**  
1301 Piccard Drive, Suite 300  
Rockville, Maryland 20850-4305  
Telephone: (301) 258-5500



Revised January 1993

# ERIC Price Codes

## PAPER COPY/HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1- 25	\$ 3.30
PC 02	26- 50	6.60
PC 03	51- 75	9.90
PC 04	76- 100	13.20
PC 05	101- 125	16.50
PC 06	126- 150	19.80
PC 07	151- 175	23.10
PC 08	176- 200	26.40
PC 09	201- 225	29.70
PC 10	226- 250	33.00
PC 11	251- 275	36.30
PC 12	276- 300	39.60
PC 13	301- 325	42.90
PC 14	326- 350	46.20
PC 15	351- 375	49.50
PC 16	376- 400	52.80
PC 17	401- 425	56.10
PC 18	426- 450	59.40
PC 19	451- 475	62.70
PC 20	476- 500	66.00
PC 21	501- 525	69.30
PC 22	526- 550	72.60
PC 23	551- 575	75.90
PC 24	576- 600	79.20
PC 25	601- 625	82.50
PC 26	626- 650	85.80
PC 27	651- 675	89.10
PC 28	676- 700	92.40
PC 29	701- 725	95.70
PC 30	726- 750	99.00
PC 31	751- 775	102.30
PC 32	776- 800	105.60
PC 33	801- 825	108.90
PC 34	826- 850	112.20
PC 35	851- 875	115.50
PC 36	876- 900	118.80
PC 37	901- 925	122.10
PC 38	926- 950	125.40
PC 39	951- 975	128.70
PC 40	976-1,000	132.00

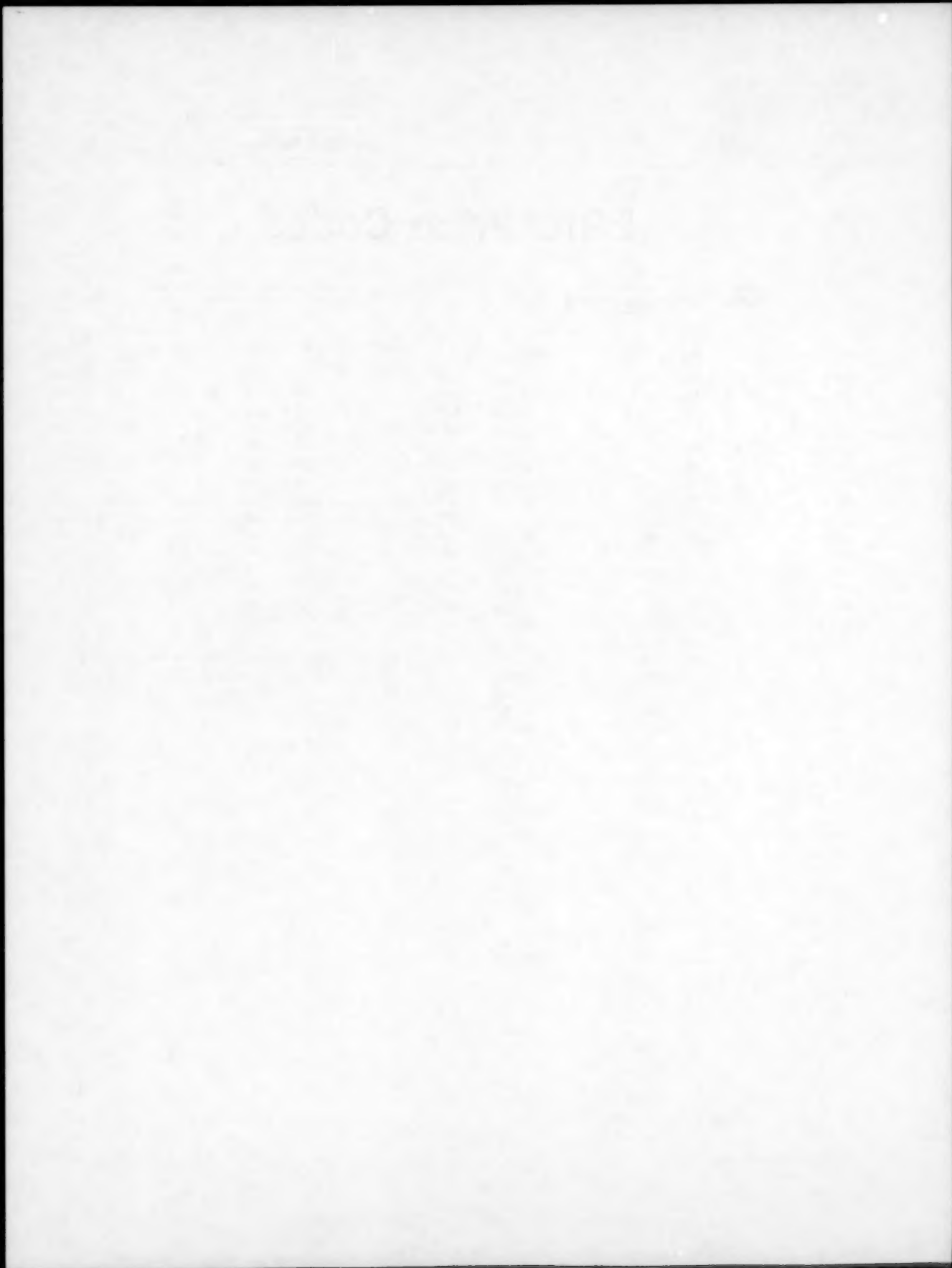
ADD 3.30 FOR EACH ADDITIONAL 25 PAGES,  
OR FRACTION THEREOF

## MICROFICHE

NO. OF PRICE CODE	PAGINATION	FICHE	PRICE
MF 01	1- 480	1-5	\$1.18
MF 02	481- 576	6	1.43
MF 03	577- 672	7	1.68
MF 04	673- 768	8	1.93
MF 05	769- 864	9	2.18
MF 06	865- 960	10	2.43
MF 07	961-1,056	11	2.68
MF 08	1,057-1,152	12	2.93
MF 09	1,153-1,248	13	3.18
MF 10	1,249-1,344	14	3.43
MF 11	1,345-1,440	15	3.68
MF 12	1,441-1,536	16	3.93
MF 13	1,537-1,632	17	4.18
MF 14	1,633-1,728	18	4.43
MF 15	1,729-1,824	19	4.68

ADD \$0.25 FOR EACH ADDITIONAL MICROFICHE  
(1-96 PAGES)



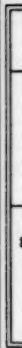






DO

UN



DO

C

an

st

S

St

T

th

19

pu

B

B

co

ch

G

1.

2.

3.

4.



## SHIPPING INFORMATION

Please consult appropriate rate chart.  
UPS will not deliver to a P.O. Box address.

**DOMESTIC: ALL ORDERS ARE SHIPPED AS FOLLOWS, UNLESS OTHERWISE SPECIFIED:**

- All Paper Copy (PC) orders are shipped via UPS
- All Microfiche (MF) orders over 81 microfiche are shipped via UPS
- All Microfiche (MF) orders under 81 microfiche are shipped via USPS 1<sup>st</sup> Class

UPS rates as shown are based on the Zone furthest from Springfield, VA. Your shipping charges should not exceed these rates.

**PLEASE NOTE: SHIPPING COSTS CAN CHANGE WITHOUT NOTICE**

UPS RATE CHART				
Shipping Charges should not exceed the following:				
1 lb. 81-160 MF or 1-75 PC (Pages) \$3.16	2 lbs. 161-330 MF or 76-150 PC (Pages) \$3.72	3 lbs. 331-500 MF or 151-225 PC (Pages) \$4.13	4 lbs. 501-670 MF or 226-300 PC (Pages) \$4.45	5 lbs. 671-840 MF or 301-375 PC (Pages) \$4.66
6 lbs. 841-1010 MF or 376-450 PC (Pages) \$4.81	7 lbs. 1011-1180 MF or 451-525 PC (Pages) \$5.05	8 lbs. 1181-1350 MF or 526-600 PC (Pages) \$5.42	9 lbs. 1351-1520 MF or 601-675 PC (Pages) \$5.83	10 lbs. 1521-1690 MF or 676-750 PC (Pages) \$6.20

USPS FIRST CLASS RATE CHART						
1-7 Microfiche \$.29	8-19 Microfiche \$.52	20-30 Microfiche \$.75	31-42 Microfiche \$.98	43-54 Microfiche \$1.21	55-67 Microfiche \$1.44	68-80 Microfiche \$1.67

### FOREIGN:

- Based on International Postage Rates in effect
- Allow 160 Microfiche or 75 Paper Copy pages per pound
- Specify exact mail classification desired

## DEPOSIT ACCOUNTS

Customers who have continuing need for ERIC Documents may open a Deposit Account by depositing a minimum of \$300.00. Once an account is opened, ERIC Documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

## STANDING ORDER SUBSCRIPTION ACCOUNTS

Subscription Orders for documents in the monthly issues of Resources in Education (RIE) are available on microfiche from EDRS. The microfiche are furnished on diazo film and without protective envelopes at \$0.110 per microfiche. If you prefer silver halide film, the cost is \$0.235 per microfiche, and each microfiche is inserted into a protective envelope. Prices are good through December 31, 1993, and do not include shipping charges. A Standing Order Account may be opened by depositing \$1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

## BACK COLLECTIONS

Back collections of documents in all issues of RIE since 1966 are available on microfiche at a unit price of \$0.141 per microfiche. The collections are furnished on diazo film without envelopes. Prices are good through December 31, 1993, and do not include shipping charges. For pricing information, write or call toll-free 1-800-443-ERIC.

## GENERAL INFORMATION

### 1. PAPER COPY (PC)

A Paper Copy is a xerographic reproduction, on paper, from microfiche of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

### 2. PAYMENT

The prices set forth herein do not include any sales use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the customer. The cost of such taxes, if any, shall be borne by the customer.

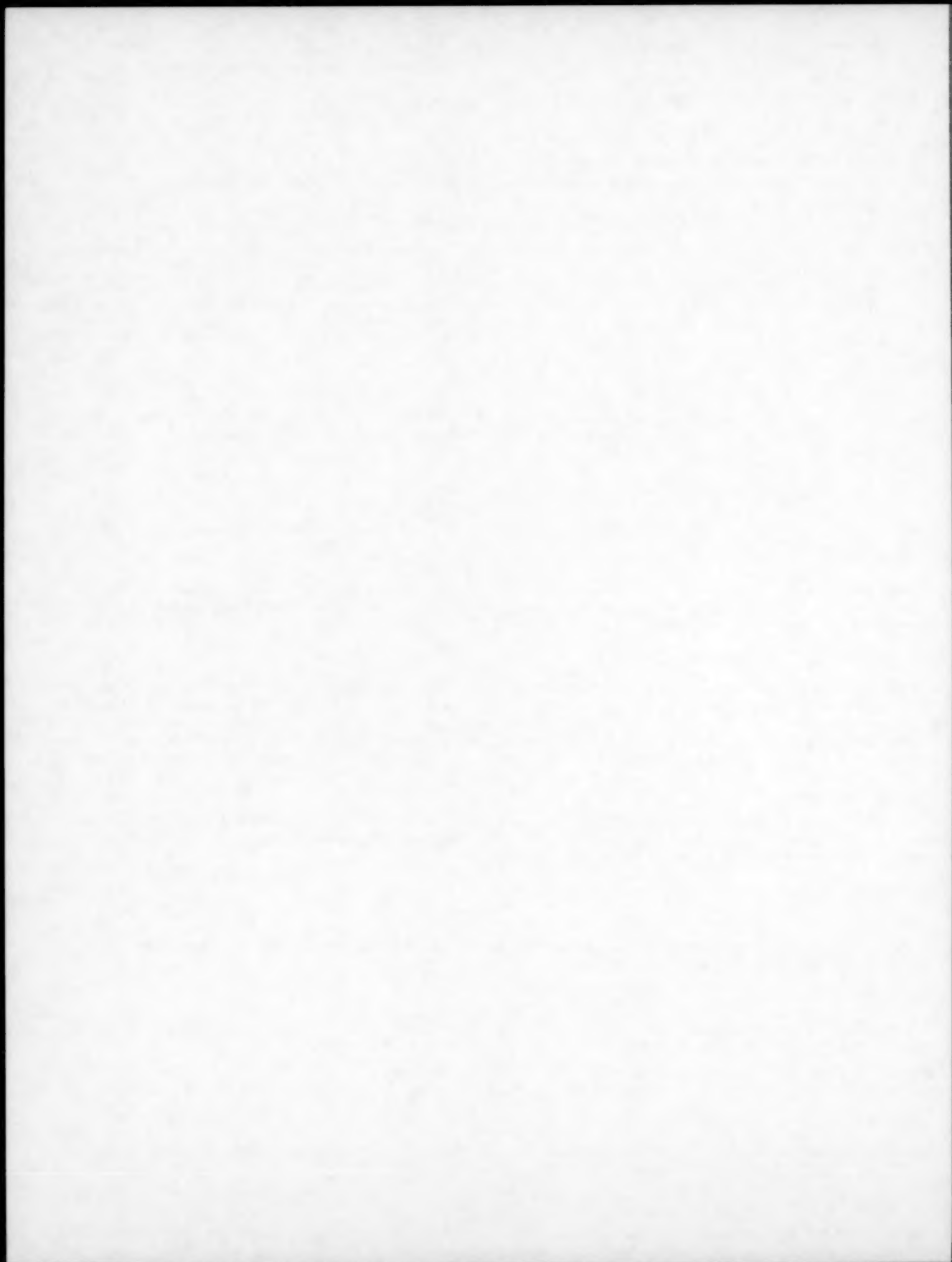
For all orders that are not prepaid and require an invoice, payment shall be made net thirty (30) days from the date of the invoice. Please make checks or money orders payable to CBIS (must be in U.S. funds and payable on a U.S. bank).

### 3. REPRODUCTION

Permission to further reproduce a copyrighted document provided hereunder must be obtained from the copyright holder, usually noted on the front or back of the title page of the copyrighted document.

### 4. QUALITY

CBIS Federal will replace products returned because of reproduction defects or incompleteness caused by EDRS.



## HOW TO ORDER

### RESOURCES IN EDUCATION (RIE)

*Resources in Education (RIE)* is a monthly abstract journal covering the document literature of education. It is published for the U.S. Department of Education by the U.S. Government Printing Office (GPO). RIE consists of twelve (12) monthly issues (each announcing over 1000 documents and indexing them by Subject, Institution, Personal Author, and Publication Type) and two (2) cumulative semiannual indexes (Jan-June, July-Dec). RIE is sold by GPO on subscription or as individual issues on-demand. Stock is retained for only approximately six months; issues older than that are generally not available from GPO. Orders from foreign sources cost 25% additional, as shown in the table below.

RIE Product (Master Stock No. 756-003-00000-8)	Domestic	Foreign
Subscription to Monthly Issues (12 iss.)	\$94.00	\$117.50
— Single Copy On-Demand (1 iss.)	17.00	21.25
Subscription to Semiannual Index (2 iss.)	30.00	37.50
— Single Index On-Demand (1 iss.)	30.00	37.50

Mail Orders: Check or money order (full remittance required) made payable to "Superintendent of Documents."

Mail to: Superintendent of Documents  
U.S. Government Printing Office  
Washington, DC 20402-9371

Telephone Orders: Acceptable credit cards are: Choice, Mastercard, or VISA.  
You may also charge against your pre-paid GPO deposit account, if available.

Call: 202-783-3238 (Note: This is not an FTS or AUTOVON line)

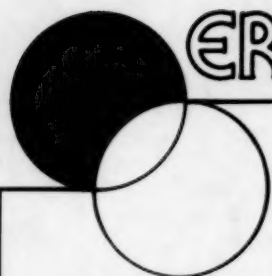
Customer Service: Publication service section (inquiries about a publication order): 202-275-3050

Subscription research section (inquiries about a subscription order): 202-275-3054

Deposit account section (inquiries about deposit accounts): 202-275-2481

Depository libraries should contact: 202-275-1006  
(Library Programs Service)





# ERICTAPES ERICTOOLS

## HAVE A COMPUTER?

### LOOK AT ERICTAPES!

The Educational Resources Information Center (ERIC) database is available on magnetic tape in a variety of options. Under special authorization from the U.S. Department of Education, these tapes are offered at unusually low cost to encourage the widest possible dissemination.

The ERIC database provides coverage of the significant literature in the field of educational resources. Report literature (announced in *Resources in Education (RIE)*) is covered from 1966 to date; journal article literature (announced in *Current Index to Journals in Education (CIJE)*) is covered from 1969. Monthly, quarterly, and annual updates are available for both *RIE* and *CIJE*, so that the files may be kept current.

The basic files are available in the ERIC Format (IBM/OS variable length records). These files include the complete resume (document description, indexing, and abstract or annotation) of each document or journal article announced, in accession number order. A variety of peripheral files,

including Postings Files (inverted subject and source indexes) and the Thesaurus (controlled indexing vocabulary) are also available on magnetic tape, and virtually any segment of the master files is obtainable on Special Order.

The files may be purchased individually or on annual subscription. The files are written on new, high quality, 9-track tapes (600, 1200, or 2400-ft., as appropriate) at either 1600 or 6250 BPI and are guaranteed. Prices per tape reel start as low as \$75.

## NO COMPUTER?

### LOOK AT ERICTOOLS!

For organizations without access to a computer,\* ERICTOOLS provide manual access to the ERIC document collection. ERICTOOLS are a series of printed indexes, directories, and cross-reference lists, distributed internally to components of the ERIC network. The *Title Index* provides access by document title. The *Source Directory* provides access to all organizational names used in the system, i.e., corporate authors and sponsoring agencies. Cross-reference lists lead the inquirer to the accession number (ED number) from: Report Number; Contract Number; and Clearinghouse Accession Number.

ERICTOOLS are available individually and on annual subscription. Prices start from as low as \$20 for some individual documents.

\* Many of these documents are also valuable tools for computer searches.

For additional information, complete and mail the reply form or call: **ERICTAPES/ERICTOOLS, 1301 Piccard Drive, Suite 300, Rockville, Maryland 20850-4305, (301) 258-5500**

PLEASE SEND ME INFORMATION ON THE ITEMS CHECKED BELOW:

### ERICTAPES

- ☐ REPORT RESUME LINEAR FILES. Corresponding to *Resources in Education (RIE)*.
- ☐ JOURNAL RESUME LINEAR FILES. Corresponding to *Current Index to Journals in Education (CIJE)*.
- ☐ PERIPHERAL FILES. Postings Files (Descriptors, Identifiers, Sources); Thesaurus
- ☐ SPECIAL ORDERS. Back Files, Special Sequences, CH Collections, etc.

### ERICTOOLS

- ☐ ERIC Network Working Documents (Title Index, Sources, Indexes, Identifier Authority List, etc.)

Name \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

(Order forms will accompany all descriptive material)



## **Toll-Free 800 Number Makes Education Information Accessible**

ACCESS ERIC is your gateway to the Educational Resources Information Center (ERIC), a nationwide information service designed to make education literature readily accessible.

With its toll-free number, **1-800-LET-ERIC**, ACCESS ERIC makes it easy for you to locate and obtain education information. One call puts you in touch with information specialists who can answer questions about ERIC, refer you to subject-specific information sources, and provide education-related publications produced by ERIC.

Sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, ERIC helps teachers, librarians, students, parents, researchers, and policymakers stay abreast of the most important developments in the education field. Through ERIC, you can access information on a wide range of subjects.

In addition, ACCESS ERIC recently introduced four reference and referral databases to guide you through the vast world of education information. These databases are also available as print directories.

- **ERIC Digests Online**--Synthesizes information for you and includes more than 470 full-text ERIC Digests (two-page summaries) on current topics in education.

- **ERIC Information Service Providers**--Lists nearly 1,000 agencies, such as libraries and information centers, that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, or subscribe to and collect ERIC hard-copy reference tools.

- **Education-Related Information Centers**--Helps you quickly locate agencies knowledgeable about your subject needs. Describes more than 200 resource centers that cover a broad range of education-related topics and provide user services, technical assistance, and information dissemination.

- **Education-Related Conferences**--Presents nearly 500 international, national, State, regional, and local education-related conferences covering the entire calendar year.

And, to help you stay up to date on a broad range of education-related issues, ACCESS ERIC offers free subscriptions to *The ERIC Review*. You can also order copies of *A Pocket Guide to ERIC* and other resources to help you access and use ERIC.

**Gain entry to a world of education literature. For more information, call 1-800-LET-ERIC, Monday to Friday, 8:30 a.m.-5:30 p.m. (eastern time), or write:**

**ACCESS ERIC  
1600 Research Boulevard  
Rockville, MD 20850**

## **MAJOR VENDORS OF ERIC ONLINE SERVICES AND CD-ROM PRODUCTS** **(ADDRESSES AND TELEPHONE NUMBERS)**

The ERIC database is one of the most widely used bibliographic databases in the world. Users from 90 different countries perform nearly half a million searches annually of the database.

The ERIC database currently can be searched via five major online and CD-ROM vendors (listed below). Those wishing to search ERIC online need a computer terminal that can link by telephone to the vendor's computer and a subscription with one or more vendors.

In addition, the *Directory of ERIC Information Service Providers* lists the addresses, telephone numbers, and ERIC collection status for more than 900 organizations that perform searches for ERIC users. To order a copy of the *Directory*, call any ERIC component.

### Online Vendors:

#### **DIALOG INFORMATION SERVICES**

3460 Hillview Avenue  
Palo Alto, California 94304  
Telephone: (415) 858-2700;  
(415) 858-3785 (Start-up);  
(415) 858-3810 (Customer Service);  
(800) 334-2564

#### **BRS INFORMATION TECHNOLOGIES**

8000 Westpark Drive  
McLean, Virginia 22102  
Telephone: (703) 442-0900  
(800) 289-4277

#### **OCLC (Online Computer Library Center)**

6565 Frantz Road  
Dublin, Ohio 43017-0702  
Telephone: (614) 764-6000  
(800) 848-5878

### CD-ROM Vendors:

#### **SILVERPLATTER INFORMATION, INC.**

100 River Ridge Drive  
Norwood, Massachusetts 02062-5026  
Telephone: (617) 769-2599  
Telephone: (800) 343-0064

#### **DIALOG INFORMATION SERVICES**

3460 Hillview Avenue  
Palo Alto, California 94304  
Telephone: (415) 858-2700;  
Telephone: (415) 858-3785 (Start-up);  
(415) 858-3810 (Customer Service);  
(800) 334-2564



## ERIC Network Components

There are currently sixteen (16) ERIC Clearinghouses, each responsible for a major area of the field of education. Clearinghouses acquire, select, catalog, abstract, and index the documents announced in *Resources in Education (RIE)*. They also prepare interpretive summaries and annotated bibliographies dealing with high interest topics and based on the documents analyzed for *RIE*; these information analysis products are also announced in *Resources in Education*.

### ERIC Clearinghouses:

#### ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Ohio State University  
Center on Education and Training for Employment  
1900 Kenny Road  
Columbus, Ohio 43210-1090  
Telephone: (614) 292-4353; (800) 848-4815; Fax: (614) 292-1260

#### COUNSELING AND PERSONNEL SERVICES (CG)

University of Michigan  
School of Education, Room 2108  
610 East University Street  
Ann Arbor, Michigan 48109-1259  
Telephone: (313) 764-9492; Fax: (313) 747-2425

#### EDUCATIONAL MANAGEMENT (EA)

University of Oregon  
1787 Agate Street  
Eugene, Oregon 97403-5207  
Telephone: (503) 346-5043; Fax: (503) 346-5890

#### ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)

University of Illinois  
College of Education  
805 West Pennsylvania Avenue  
Urbana, Illinois 61801-4897  
Telephone: (217) 333-1386; Fax: (217) 244-4572

#### HANDICAPPED AND GIFTED CHILDREN (EC)

Council for Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091-1589  
Telephone: (703) 264-9474; Fax: (703) 264-9494

#### HIGHER EDUCATION (HE)

George Washington University  
One Dupont Circle, N.W., Suite 630  
Washington, D.C. 20036-1183  
Telephone: (202) 296-2597; Fax: (202) 296-8379

#### INFORMATION RESOURCES (IR)

Syracuse University  
Huntington Hall, Room 030  
Syracuse, New York 13244-2340  
Telephone: (315) 443-3640; Fax: (315) 443-5732

#### JUNIOR COLLEGES (JC)

University of California at Los Angeles  
Math-Sciences Building, Room 8118  
405 Hilgard Avenue  
Los Angeles, California 90024-1564  
Telephone: (213) 825-3931; Fax: (213) 206-8095

#### LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics  
1118 22nd Street, N.W.  
Washington, D.C. 20037-0037  
Telephone: (202) 429-9551; Fax: (202) 659-5641

#### READING AND COMMUNICATION SKILLS (CS)

Indiana University  
Smith Research Center, Suite 150  
2805 East 10th Street  
Bloomington, Indiana 47408-2698  
Telephone: (812) 855-5847; Fax: (812) 855-7901

#### RURAL EDUCATION AND SMALL SCHOOLS (RC)

Appalachia Educational Laboratory  
1031 Quarrier Street  
P.O. Box 1348  
Charleston, West Virginia 25325-1348  
Telephone: (800) 624-9120; Fax: (304) 347-0487

#### SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University  
1200 Chambers Road, Room 310  
Columbus, Ohio 43212-1792  
Telephone: (614) 292-6717; Fax: (614) 292-0263

#### SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (SO)

Indiana University  
Social Studies Development Center  
2805 East 10th Street, Suite 120  
Bloomington, Indiana 47408-2698  
Telephone: (812) 855-3838; Fax: (812) 855-7901

#### TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education  
One Dupont Circle, N.W., Suite 610  
Washington, D.C. 20036-1186  
Telephone: (202) 293-2450; Fax: (202) 457-8095

#### TESTS, MEASUREMENT, AND EVALUATION (TM)

American Institutes for Research (AIR)  
Washington Research Center  
3333 K Street, N.W.  
Washington, D.C. 20007-3541  
Telephone: (202) 342-5060; Fax: (202) 342-5033

#### URBAN EDUCATION (UD)

Columbia University  
Teachers College  
Main Hall, Room 300, Box 40  
525 West 120th Street  
New York, New York 10027-9998  
Telephone: (212) 678-3433; Fax: (212) 678-4048

### Sponsor:

#### EDUCATIONAL RESOURCES INFORMATION CENTER

Office of Educational Research and Improvement (OERI)  
U.S. Department of Education  
Washington, D.C. 20208-5720  
Telephone: (202) 219-2289; Fax: (202) 219-1817

### Centralized Database Management:

#### ERIC PROCESSING & REFERENCE FACILITY

1301 Piccard Drive, Suite 300  
Rockville, Maryland 20850-4305  
Telephone: (301) 258-5500; Fax: (301) 948-3695

### Document Delivery:

#### ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)

7420 Fullerton Road, Suite 110  
Springfield, Virginia 22153-2852  
Telephone: (800) 443-ERIC (3742); (703) 440-1400;  
Fax: (703) 440-1408

### Commercial Publishing:

#### ORYX PRESS

4041 North Central Avenue, Suite 700  
Phoenix, Arizona 85012-3397  
Telephone: (602) 265-2651; (800) 279-6799; Fax: (602) 265-6250

### Outreach:

#### ACCESS ERIC

1600 Research Boulevard  
Rockville, Maryland 20850-3172  
(301) 251-5486; (800) 538-3742; Fax: (301) 251-5767

U.S. DEPARTMENT OF EDUCATION  
**OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)**  
WASHINGTON, D.C. 20208

OFFICIAL BUSINESS  
PENALTY FOR PRIVATE USE \$300

POSTAGE AND FEES PAID  
U.S. DEPARTMENT OF EDUCATION  
ED 395

SPECIAL 4th CLASS RATE BOOK



**SUBJECT INDEX**

**AUTHOR INDEX**

**INSTITUTION INDEX**

**PUBLICATION TYPE INDEX**

**CLEARINGHOUSE NUMBER/ED NUMBER  
CROSS REFERENCE INDEX**

**ERIC<sup>®</sup> PRICE CODES**

**PAPER COPY**

Price Code	Pagination	Price
PC 01	1 - 25	\$ 3.30
PC 02	26 - 50	6.60
PC 03	51 - 75	9.90
PC 04	76 - 100	13.20
PC 05	101 - 125	16.50
PC 06	126 - 150	19.80
PC 07	151 - 175	23.10
PC 08	176 - 200	26.40
PC 09	201 - 225	29.70
PC 10	226 - 250	33.00

ADD \$3.30 FOR EACH ADDITIONAL 25 PAGES,  
OR FRACTION THEREOF

**MICROFICHE**

Price Code	Pagination	No. of Fiche	Price
MF 01 *	1 - 480	1-5	\$1.18
MF 02	481 - 576	6	1.43
MF 03	577 - 672	7	1.68
MF 04	673 - 768	8	1.93
MF 05	769 - 864	9	2.18
MF 06	865 - 960	10	2.43
MF 07	961 - 1,056	11	2.68

ADD \$0.25 FOR EACH ADDITIONAL MICROFICHE  
(1-96 PAGES)

